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# SOCIAL STUDIES TEACHING UNIT PROJECT

## GRADE 6

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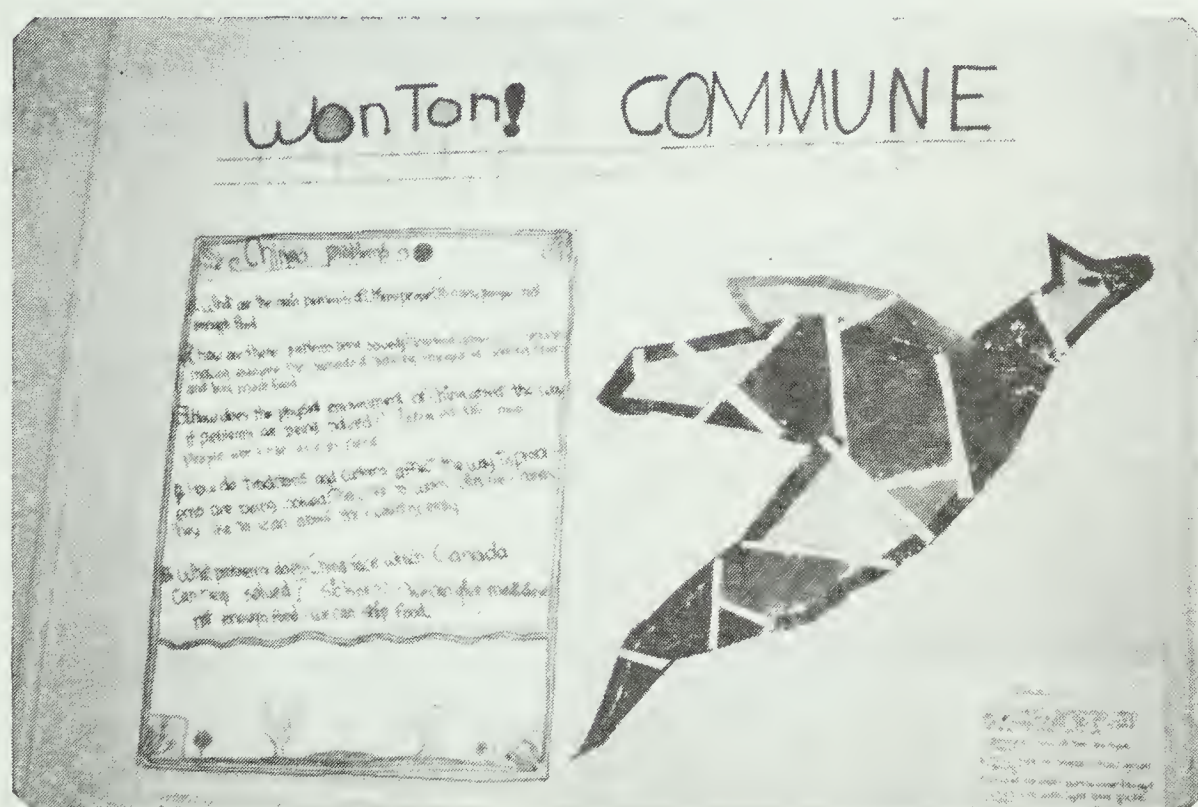
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# SHOULD THE PEOPLE OF CHINA AND CANADA SOLVE THEIR PROBLEMS IN SIMILAR WAYS?



**GRADE 6**

**MEETING HUMAN NEEDS**

**TOPIC B**

**HOW PEOPLE IN EASTERN SOCIETIES MEET THEIR NEEDS TODAY**

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# PREFACE

The Teaching Unit has been prepared as part of a project to ensure that all topics prescribed in the 1981 Alberta Social Studies Curriculum are accompanied by high quality instructional units for use by Alberta teachers. The project in question attempted to build on the experiences of the Phase One Teaching Units Project and Kanatakits Project, but differed from the preceding projects in two important respects. First, greater involvement was obtained in the developmental stage of the project from practising teachers. Second, pilot teachers were given more responsibility to assist with the processes of revision and refinement.

Like the instructional materials prepared under the previous projects, this Teaching Unit is not prescriptive or mandatory. It attempts to illustrate one way that the Alberta "process of social inquiry" can be structured, and teachers must judge which, if any, of the strategies outlined are helpful to them in their own planning.

To the persons who assisted with the development of this unit, and whose names appear on the following pages, Alberta Education extends appreciation and sincere thanks. To the students in the pilot study whose creativeness has helped to bring this written document alive, a further sincere "Thank you".

Frank Crowther

Associate Director of Curriculum  
(Social Studies)

# ACKNOWLEDGEMENTS

A number of people contributed significantly to the development and production of this Phase II Teaching Unit. Alberta Education wishes to recognize in particular the contributions of the following people.

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## COPYRIGHT ACKNOWLEDGEMENTS

Alberta Education wishes to thank the following authors and publishers for permission to include their materials in the teaching unit:

Brichall, Gary. *China*. Don Mills: Fitzhenry and Whiteside, 1979.

*Leap Forward*, pages 40 - 44 (This is an adaptation of the  
Fitzhenry and Whiteside play)  
*Revolution in China -- 1949*, page 35  
*The Population of China in 1910*, page 34  
*The Wealth of China in 1910*, page 34

*China Readings*. Chicago: A. J. Nystrom, 1973. (This is a booklet  
from a kit called *China*.)

*Peasant Life Before 1949*, pages 15 - 16

Johnson, Sue. *Time for Country to Dream - McClure*. The Edmonton  
Journal, Friday, December 11, 1981.

*People's Republic of China*. Pages for Duplication.

Grade 2 - 4. Chicago: The Center for Teaching About China.  
US-China People's Friendship Association.

*Education in China*  
*Keep the Game Going*

Shear, Sally Ann. *The People's Republic of China*. (teaching unit)  
Springport, Michigan: The Center for Teaching About China.  
US-China People's Friendship Association,  
Copyright pending.

Address: 407 S Dearborn, Suite 685  
Chicago, Ill. 60605

*China's 4 Minute Physical Fitness Plan*  
*Vegetable Fried Rice*  
*Abacus*

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BY: JOLINE  
ZACHARIAS



# UNIT GOALS

You need not be an expert on China to teach this unit. It is not a history unit. Nor is it a geography unit. It attempts to explain the meaning of commune at a personal and community level.

During the course of the unit the students will become involved in one huge simulation game, pretending to be members of a rural commune in southern China (80% of the Chinese live in rural areas). During four years on the commune the students must make many decisions to increase productivity and make the commune more self-sufficient. They will brainstorm for creative ideas to solve the problems of survival on the commune. They will gather information about growing rice, terracing hills, organizing health care, and so on. They will explore the values of a variety of people from aged grandparents to commune committee members.

Many of the activities do not require reading and writing skills. The students will gather information by viewing pictures and filmstrips, by interviewing resource people, by participating in simulation activities, and so on. During the piloting of this unit it was found that students with weak reading skills were not placed at a disadvantage. In fact, some had the chance to be leaders for the first time.

Written reports are always possible but have not been included as an integral part of the unit. Any discussion could form the basis for written work. Many report topics will grow out of the students' interests as the activities are taught.

It is hoped that some of the best learnings will not be about China at all. The students will experience cooperation within a small group and develop their interpersonal skills. They will become more tolerant of others' ideas. They will become creative problem solvers.

A teaching unit about China cannot be a static creation because the situation changes so rapidly. You must "be a China watcher" with your students. Collect news items from a variety of sources. Evaluate them. Are they current? unbiased? knowledgeable? Can you predict any trends?

Read the unit through before you start to teach it. You will find sections titled "CHALLENGE" and "HOW TO". None of these are included in the time estimated to complete the unit. CHALLENGES are included to challenge the more able students. HOW TO sections provide teachers with suggestions for completing activities. The intent is also to make this an integrated unit--to teach parts of it in language arts, in mathematics, in art, in drama, in physical education.

Evaluation of the unit need not occur at the end with a cognitive test. It can be an on-going process. Observe the students working in small groups. Mark their scrapbooks periodically. Note their involvement in group discussions. A checklist is included for your convenience. If however, you feel a cognitive test is required, some sample questions are included.

In conclusion, have fun. Allow your students the leeway to be creative (but pull them back to the reality of China as necessary). If most of our students are visual and kinesthetic learners, as current research claims, you should enjoy this unit as much as we did.

NOTE: This unit does not address the Alberta Social Studies Curriculum Question to Guide Inquiry #4: "What factors gave rise to the recent problem of homeless refugees in South East Asia?" Grade 6 teachers are reminded of the need to address this prescribed question, but it does not fit this particular Teaching Unit and should be covered in a separate, brief study.



# *Time for country to dream—McClure*

By SUE JOHNSTON

A visit to a land he left more than 30 years ago has convinced Dr. Robert McClure it's time for Canada to dream.

The Canadian missionary-doctor returned this summer to China, where he spent his childhood and much of his adult life, and was astonished by the "tremendous material improvement in the lot of the Chinese."

Dr. McClure, 81, told the Women's Canadian Club here how China's dream has changed it from a war-torn, barren country into a land where trees line every highway, where people give up their day off to build apartments and repair sewers.

The doctor, past moderator of the United Church of Canada, described a system in which "everybody feels they belong." For example, on Arbor Day, it isn't just the principal of the school who plants a tree — every man, woman and child plants one. When the water treatment plant needs repair, thousands of volunteers turn out to fix it.

Dr. McClure said the Chinese are proud of their buildings, water systems, roads and schools because they each had a hand in their construction. He said vandalism and other crimes are low for this reason.

Peer pressure is another cause of the low crime rate, Dr. McClure theorized. "Everyone who breathes is a member of a group," he said, and the groups dictate behavior.

He dismissed the western concept of masses of Chinese forced to work by harsh taskmasters. He described thousands of volunteers returning from a hard shift repairing an irrigation system "as though they'd been at a picnic."

"We think of China as a police state," he said. "The only armed guards I saw were at the border with Hong Kong and when I got back to Toronto."

He said the seeds of change were planted before the communists took over China. He recalled that during the war, on piles of rubble, Chinese would paint a slogan: If the old doesn't go, how can the new come in? He didn't understand it 30 years ago.

"What has come in China is the result of dreams," he said. "The people were living in caves in a country devastated by war. Those men in the caves had a dream."

He said that dream was of a new China and the people started working as soon as the first village was taken back from the Japanese.

"They sold that dream to each other," he said. "They worked out the details and gave the dream to the younger people."

"Here we don't dream," he said. "We react or overreact to crises, imagined or created by others. If there isn't a crisis, we create one. We go from one crisis to another, trying to react."

The doctor said Canada's young people should have dreams of what our country could be.

"Where there is no vision, the people perish."

# UNIT OBJECTIVES

## A. Value Objectives

1. Develop understanding of values
  - by identifying the values of technological development and maintenance of traditions as being in competition in China.
  - by identifying and describing ways in which commune members show that they value cooperation.
2. Develop competencies
  - in value analysis, by analyzing and contrasting Canadian and Chinese attitudes to and values on cooperation and competition.
  - in value analysis, by reflecting upon the point of view of a variety of guest speakers.
  - in value analysis, by inferring the varying points of view of family members moving to a new commune.
  - in decision-making, by predicting the consequences if China and Canada adopted certain of each other's characteristics.
3. Develop attitudes
  - of respect for the ways that people in China solve their problems.
  - of objectivity by challenging one's own ideas about what constitutes the best way of solving these problems.

## B. Knowledge Objectives

### 1. Generalization

Societies with differing economic and political structures can learn from each other when trying to solve the problem of meeting basic needs.

### 2. Concepts

- a) Commune
- b) Customs and traditions
- c) Scarcity
- d) Cooperation

### 3. Questions to guide inquiry:

- a) Where is China?
- b) What are the main problems of China's people?
- c) How are these problems being solved now?
- d) How does the physical environment of China affect the way its problems are solved?
- e) How do traditions and customs affect the way its problems are solved?
- f) What problems does China face for which Canada might provide partial solutions?
- g) What problems do Canadians have for which China might provide partial solutions?
- h) What changes are occurring today in China which might affect the way her problems will be solved in the future?

## C. Skill Objectives

1. Develop inquiry skills
  - a) Identify and focus on the issue by brainstorming to list problems posed by China's large population and scarce resources.
  - b) Hypothesize about possible solutions to hypothetical problems encountered on a rural Chinese commune.
  - c) Gather and organize data by
    - reading and interpreting maps and globes to locate China in relation to Canada.
    - using a map legend to identify physical features of China.
    - completing graphs which contrast the population densities of China and Canada.
    - interviewing resource people using questions developed in a small group to get information on China.
    - reading and interpreting print material to gather information about China's attempts to solve her problems.
    - participating in a simulation to demonstrate the inequities of the traditional class structure of China.
    - viewing and interpreting pictures and filmstrips to gather information about China's attempts to increase productivity.
    - collecting current T.V., radio, and newspaper reports to gather information about China's attempts to solve her problems.
    - recording information in sentence and paragraph form on retrieval charts, on bulletin boards, and in three-dimensional models on a tabletop display.
  - d) Analyze and evaluate data by
    - designing and using a form to evaluate data collected from newspapers, books, T.V, interviews, etc.
    - making recommendations to the commune committee regarding the problems encountered that year on the commune.
    - debating and dramatizing the advantages and disadvantages of certain methods of increasing productivity on the commune.

- e) Synthesize data by preparing for a commune tour by Canadian tourists.
- f) Resolve the issue by reflecting on whether China and Canada should solve their problems in similar ways. Role-play a discussion between Chinese and Canadian delegates.
- g) Exploring methods of implementing these decisions in a classroom setting.

2. Develop participation skills

- a) Communicate effectively by expressing an opinion, orally or in writing, in the form of recommendations to the commune committee.
- b) Participate in group decision-making by accepting and profiting from constructive criticism of an idea or procedure shared within a small group.
- c) Contribute to a "sense of community" by serving as a small-group spokesman to present material to the whole class.



# EVALUATION

Evaluation should be an on-going process throughout the entire unit. The students' scrapbooks should be examined periodically and appropriate comments made to the students.

The Evaluation Checklist (APPENDIX 1) may be completed in bits and pieces at any time throughout the unit.

Use the student resource titled "When I think of China, I think of..." as a self-evaluation for the students. It should be the last page in their scrapbooks, as well as the first--"see how much I have learned".

If you feel a cognitive test is necessary, some sample questions (APPENDIX 2) are included.



## NOTE TO TEACHERS

For teachers who may wish to inform parents about the nature of this unit, a sample letter follows:

Dear Parents:

During the next few weeks in Social Studies, your children will be studying the Grade 6 unit on "How People in Eastern Societies Meet Their Needs Today." The Eastern Society we have chosen is China. We will be looking at the geography, traditions, customs and current problems of China through a simulation of life on a rural commune. The political system will be referred to, but not dealt with in any depth.

You can help make our study more interesting and relevant by discussing with your children issues raised by the study or in the media.

# RESOURCES

## A. RECOMMENDED RESOURCES:

These resources are available from the Alberta School Book Branch.

McKim, Audrey. *China's Way*. Toronto: Gage, 1973.  
One to six copies needed for the Teaching Unit.

Forrester, James. *China Study Print Program*. Toronto: Fitzhenry and Whiteside, 1973 (Revised Edition prepared specifically for this Teaching Unit is available) 1982. Since the new pictures have different numbers, both the 1973 and 1982 numbers are listed in the Flow Chart and the relevant activities.

*A Glimpse of Modern China* (Filmstrip). Calgary Board of Education, 1981.  
Two sound filmstrips in colour-*What is a Commune?* and *Education in China*.

## B. OTHER USEFUL RESOURCES:

### 1. Books:

Fraser, John. *The Chinese*. New York: Summit Books, 1980.  
(Teacher Resource)

Girt, Hilary. *World Communities*. Toronto: Ginn, 1977.  
One chapter on China.

Girt, Hilary. *World Communities Teachers Manual*. Toronto: Ginn, 1977.

Hammond, Jonathan. *China: The Land and Its People*. London: Macdonald Educational Ltd., 1977.  
Easily read. Good illustrations.

Poole, Frederick King. *An Album of Modern China*. Toronto: Watts, 1981.  
Comprehensive current information. Black and white illustrations.

Wilcox, Isobel. *Acrobats and Ping-Pong*. New York: Dodd, Mead and Co., 1981.  
Contains information on music, sports and values.

2. Filmstrips:

*A Focus on China* (Filmstrip). Chicago: Clearvue, 1981.  
Order only *Geography* and *A Day in the Life* - long,  
color filmstrips, difficult vocabulary.

*Life in the People's Republic of China* (set of 5 sound/  
filmstrips). Chicago: Society for Visual Education, Inc.  
1981. Canadian distributor: Moyer Vico Corp.,  
Weston, Ontario.

3. Films:

*A Trip to Modern China*. (Motion picture) King Screen  
Production, 1973.  
26 min. color, sound.

*China and Its People*. (Motion picture) Coronet, 1969.  
16 min. color, sound.

*China and Its Agriculture*. (Motion picture) Coronet, 1969.  
16 min. color, sound.

*China and Its Industry*. (Motion picture) Coronet, 1969.  
16 min. color, sound.

*Friendship First, Competition Second*. (Motion picture)  
Time-Life Films. (Series: *One Man's China*.)  
25 min. color, sound.

4. Videotapes:

*Thinkabout*. Videotapes from this series are suggested for  
use with Activities 4, 7, 14 and 22. They are available  
(along with complementary teacher material if requested)  
from: ACCESS Media Center  
Calgary Health Sciences Center  
3350 Hospital Drive N.W.  
Calgary, Alberta  
T2N 4N1  
(283-8241)

The dubbing service is free of charge. You may submit your own  
videotape(s) or purchase videotapes from ACCESS.

5. Magazine Articles:

Bruce, Dale. "Shanghai". *National Geographic*, July, 1970,  
pp. 2 - 43.

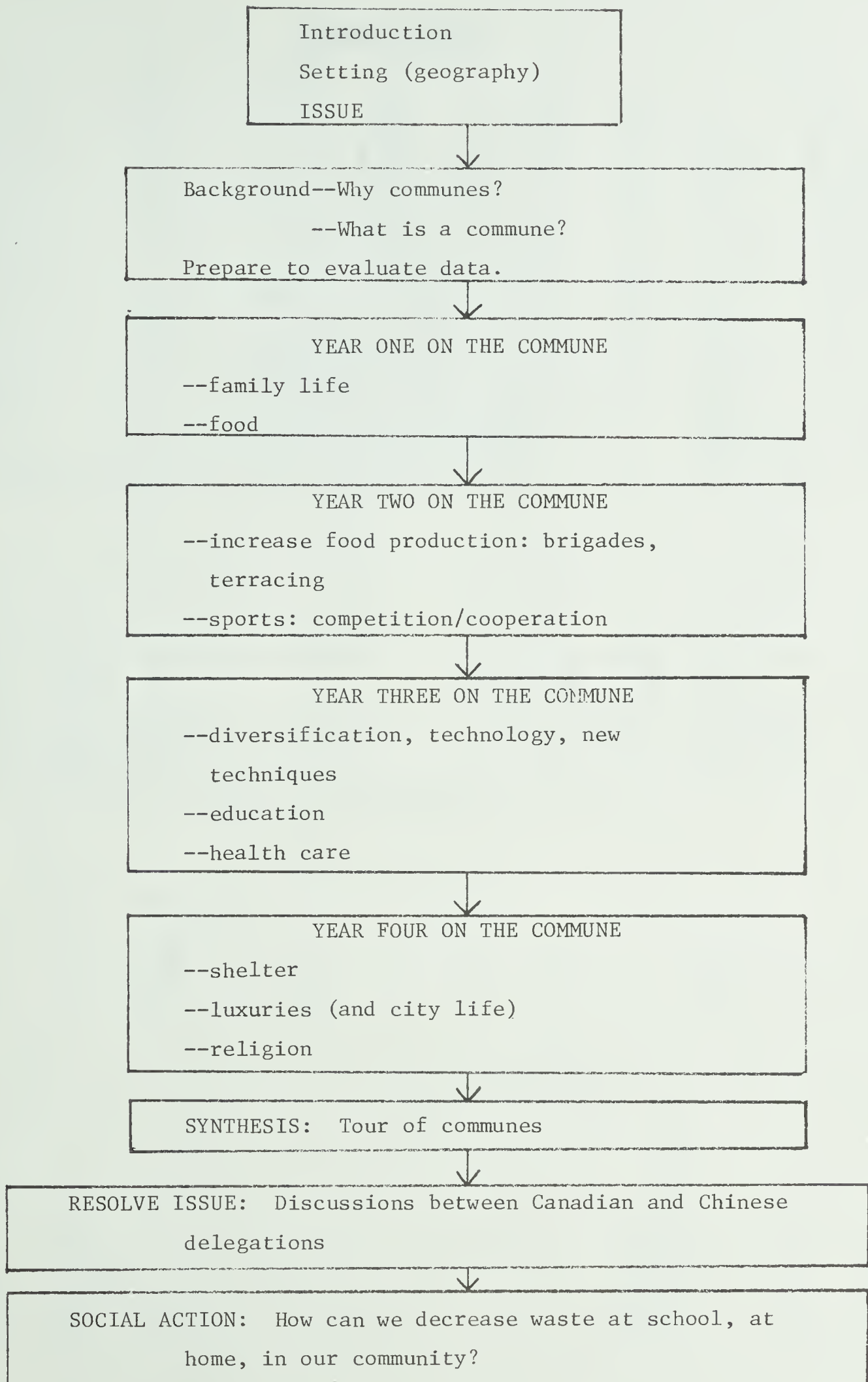
Gillette, Ned. "American Skiers Find Adventure in Western  
*China*". *National Geographic*, February 1981,  
pp. 74 - 199.

Gore, Rick. "Journey to China's Far West". *National Geographic*,  
March, 1980, pp. 292 - 331.

Ward, Fred. "In Long Forbidden Tibet". *National Geographic*,  
February, 1980, pp. 218 - 259.



# FLOW CHART



FLOW CHART

INQUIRY STEP	ACTIVITIES	MAJOR RESOURCES	QUESTIONS TO GUIDE INQUIRY
I. Identify and Focus on the Issue  and  II. Establish Research Questions and Procedures	1. Knowledge of China  2. Where is China?  3. Physical Geography  4. The Issue	Transparency TR 1 Student Resource SR 1  Transparency TR 2 Student Resource SR 2, SR 3, SR 4  Student Resource SR 5   Maps, globes, atlas	When I think of China/Canada I think of ...  Compare size, location, and population density of China and Canada.  How are the physical features of China and Canada alike and different?  What problems may each country's physical features pose to its people?  What are the main problems of China's people?  Should the people of China and Canada solve their problems in similar ways?  What problems does China face for which Canada may provide partial solutions?

FLOW CHART

III. Gather and Organize Data  and  IV. Analyze and Evaluate Data	5. Why Communes?   6. What is a Commune?	Transparency TR 3, TR 4 TR 5 Student Resource SR 6, SR 7, SR 8  Filmstrip, What is a Commune? Transparency TR 6 Student Resource SR 9	Which group of Chinese would be in favor of communes and which would not? Why?   How could the Chinese government increase available land for crops and ensure an equal share for all?
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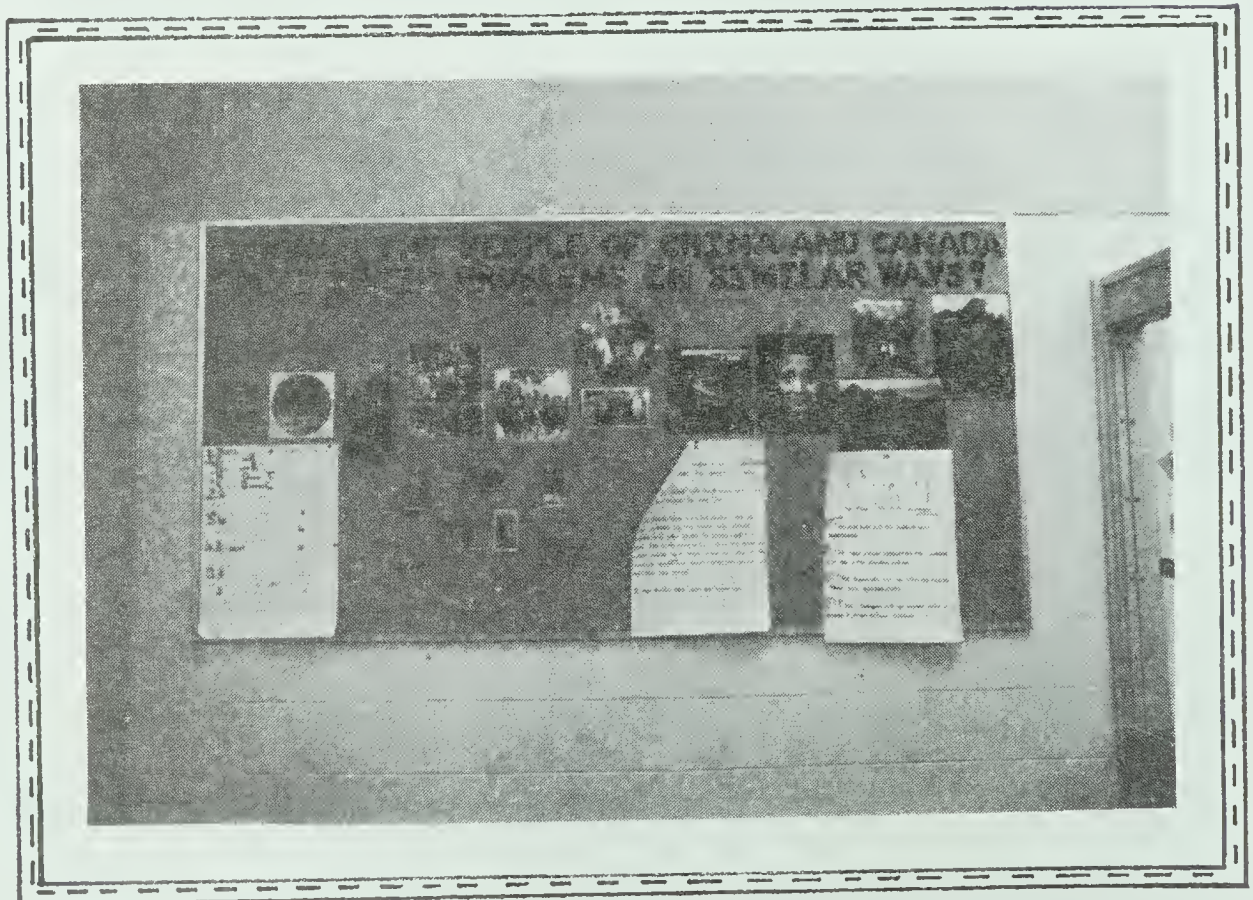
INQUIRY STEP	ACTIVITIES	MAJOR RESOURCES	QUESTIONS TO GUIDE INQUIRY
	7. Getting Ready To Evaluate Data	<u>China's Way</u> , or Thinkabout videos #44, 45, 46	
	8. Year One on the Commune	Commune Setting map Transparency TR 7	
	9. Changes in Family Life	<u>China's Way</u> Play, "A Leap Forward" Student Resource SR 10	What <u>values</u> of ancient and modern China <u>are</u> in evidence and which are in conflict?  How are the extended families of China and the nuclear families of Canada changing?
	10. Growing Rice	Year One card Fitzhenry & Whiteside pictures #4, 5, 6, 7, 8, 9, 11, 39, (1973) #1, 2, 3, 4, 5, 6, 7, (1982) <u>China's Way</u> Student Resource SR 11	What will we need to know about raising crops?  How will the work be assigned and implemented?
	11. Year Two on the Commune	Year Two card Fitzhenry & Whiteside pictures and workcards #1, 2, 3, 40, (1973) #12, 13, 14, 15, (1982)	Should people be rewarded for helping to increase food production?  What attitudes and values should be taught so that life on the commune will run smoothly?
	12. Work on the Commune	<u>China's Way</u> Student Resource SR 12	Should people who work hard be given a bonus? How could you make a fair system?

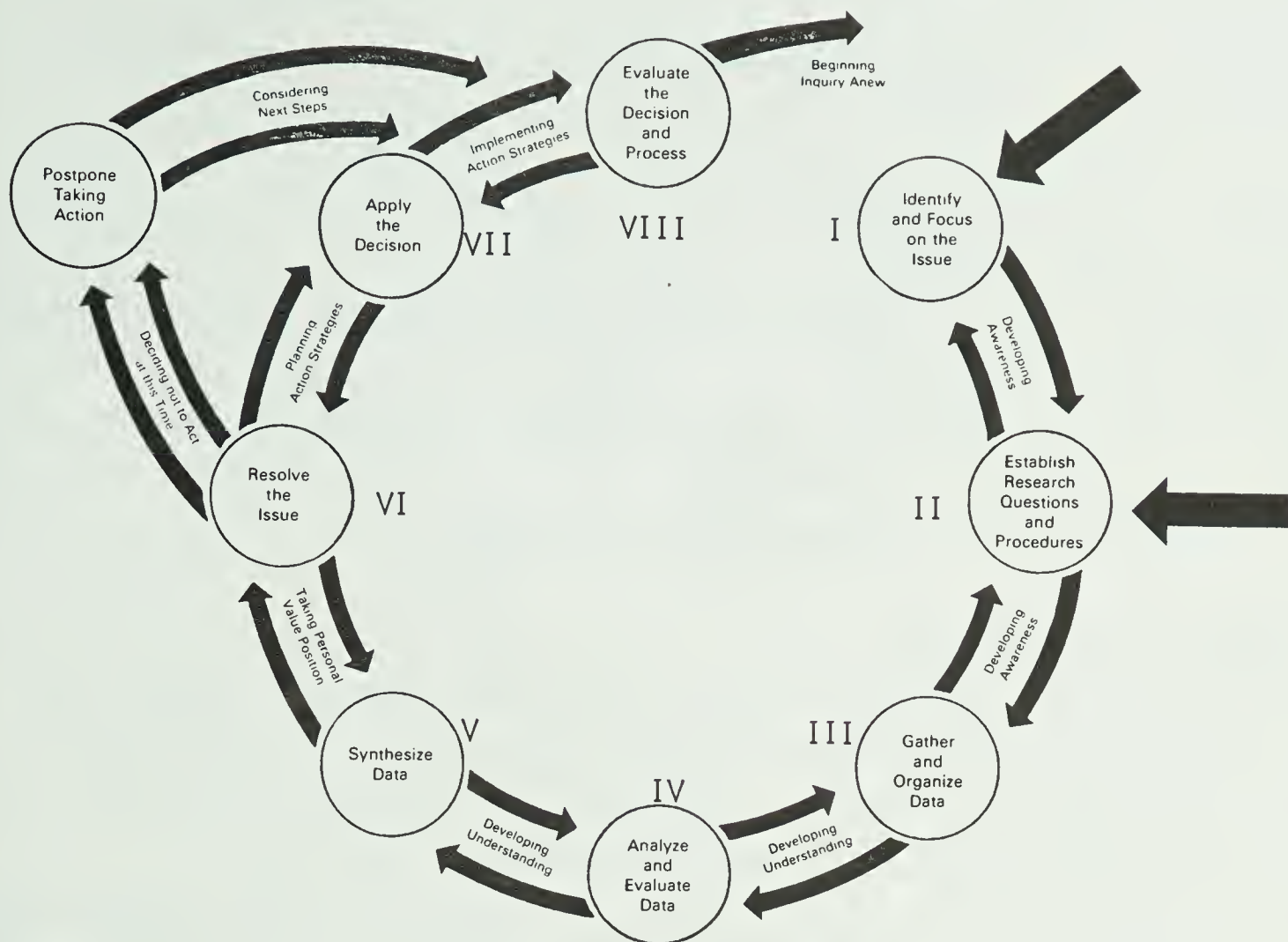
INQUIRY STEP	ACTIVITIES	MAJOR RESOURCES	QUESTIONS TO GUIDE INQUIRY
	13. Broken Squares Game	Broken Squares Game, Kanatakit 5A	Which do you prefer, competition or cooperation? Why?
	14. Friendship First Competition Second	Activity sheets Transparency TR 8 Student Resource SR 13, SR 14	
	15. Year Three on the Commune	Year Three poster Filmstrip, <u>What is a Commune?</u> Fitzhenry & Whiteside pictures #12, 13, 27, (1973) #10, 16, 17, 18, (1982). Student Resource SR15	
	16. Farm Machinery for the Commune	Fitzhenry & Whiteside picture #35 (1973) #4, 8 (1982)	
	17. Education	Filmstrip, <u>Education in China</u> Activity sheets Student Resource SR 16, SR 17, SR 18	
	18. Health Care	Activity sheets Student Resource SR 19 pages 1 - 5	Should farm machinery be purchased to increase production on the commune?  What service should be added to the commune?
	19. Year Four on the Commune	Activity sheets Student Resource SR 19 pages 1 - 5  Year Four card Fitzhenry & Whiteside picture #17, 27, 31, 32, (1973) #20, 21, 22, 23, (1982) <u>China's Way</u> . Student Resource SR 20, SR 21	
	20. Individual Plots & Luxuries	Fitzhenry & Whiteside picture #26 (1973) #9 (1982) <u>China</u> by Fitzhenry &	Should each family get a house of the same size?  Should each family have its own plot of land?  How may extra money be used?

FLOW CHART

INQUIRY STEP	ACTIVITIES	MAJOR RESOURCES	QUESTIONS TO GUIDE INQUIRY
	21. Religion	Filmstrip, <u>Religion in China</u> Transparency TR 9	What similarities are there in religious philosophies? Should the temple be closed or remain open?
V. Synthesize Data and VI. Resolve the Issue and VII. Apply the Decision and VIII. Evaluate the Decision and Process	22. Commune Visit 23. Chinese-Canadian Conference 24. So What Can We Do? 25. Looking Back	Student Resource SR 23    Looking Back Student Resource SR 24	What are the major Chinese and Canadian problems? Could either country provide partial solutions for the problems of the other? Can China's way be applied by the class? What may be done and how?







I. IDENTIFY AND FOCUS ON THE ISSUE

& II. ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

Intent - The students will locate China and Canada, compare their sizes, and contrast the population densities of each. They will identify important physical features of each country and infer problems caused by them. The students will focus on the issue and list research questions to guide the inquiry.



## ACTIVITY 1 : KNOWLEDGE OF CHINA

INTENT : Students will demonstrate their current knowledge of China.

TIME : 20 minutes

MATERIALS :

1. "When I think of Canada, I think of ..." Transparency TR1
2. "When I think of China, I think of ..." Student Resource SR1
3. scrapbook for each student

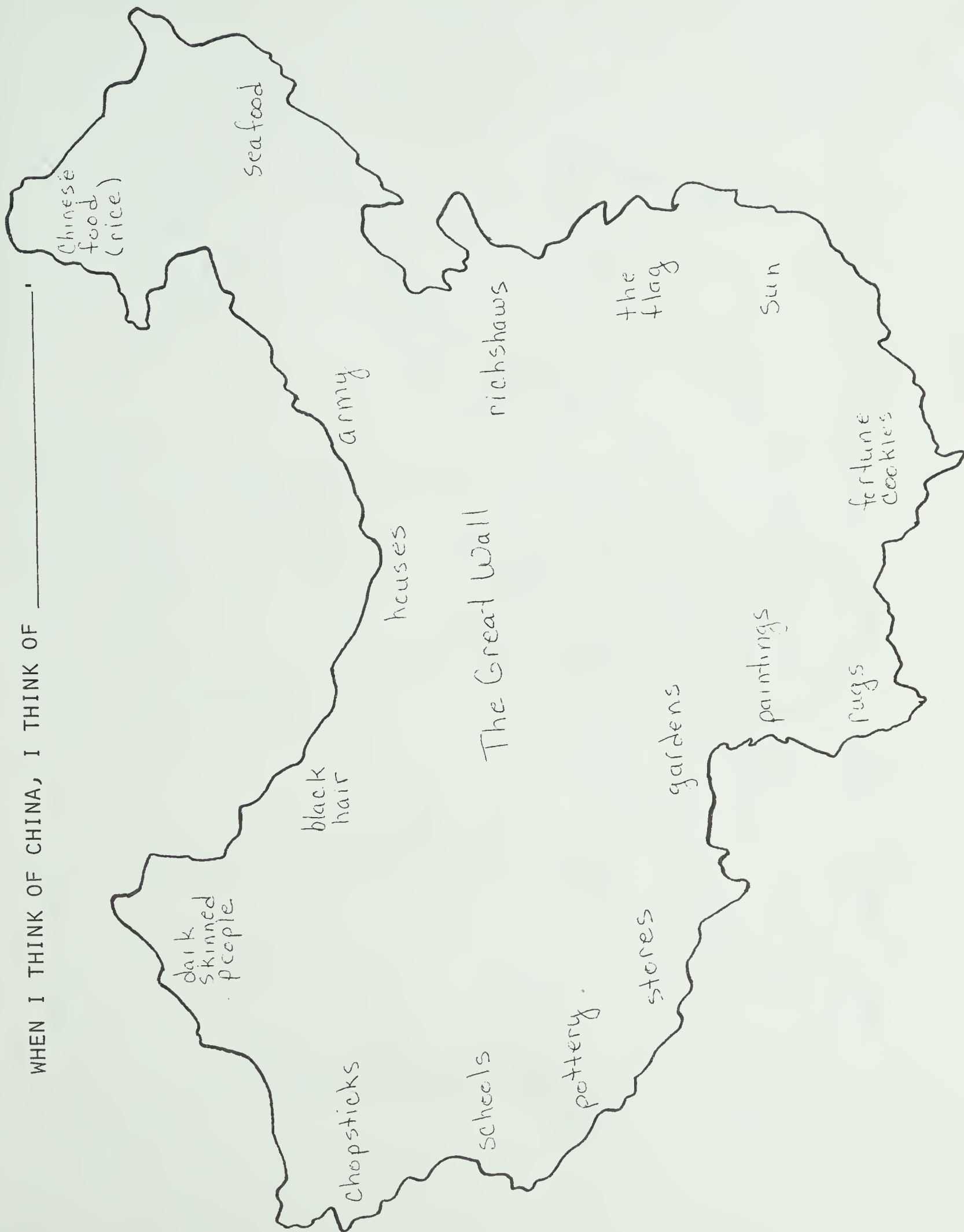
### SUGGESTED PROCEDURE :

1. Introduce the activity by working through the following statement with the students, "When I think of Canada, I think of ..." Record their suggestions on the overhead transparency TR1. Encourage the use of descriptive phrases for people, places, things, and events.
2. Give each student a copy of the student resource SR1 "When I think of China, I think of ..." Instruct them to record their ideas in a similar fashion. Expect short lists with many stereotypes. Inform the students that they will be completing the same worksheet at the end of the unit. At that time their lists will be much longer and more informed.
3. Paste this sheet onto the first page in the students' scrapbooks.

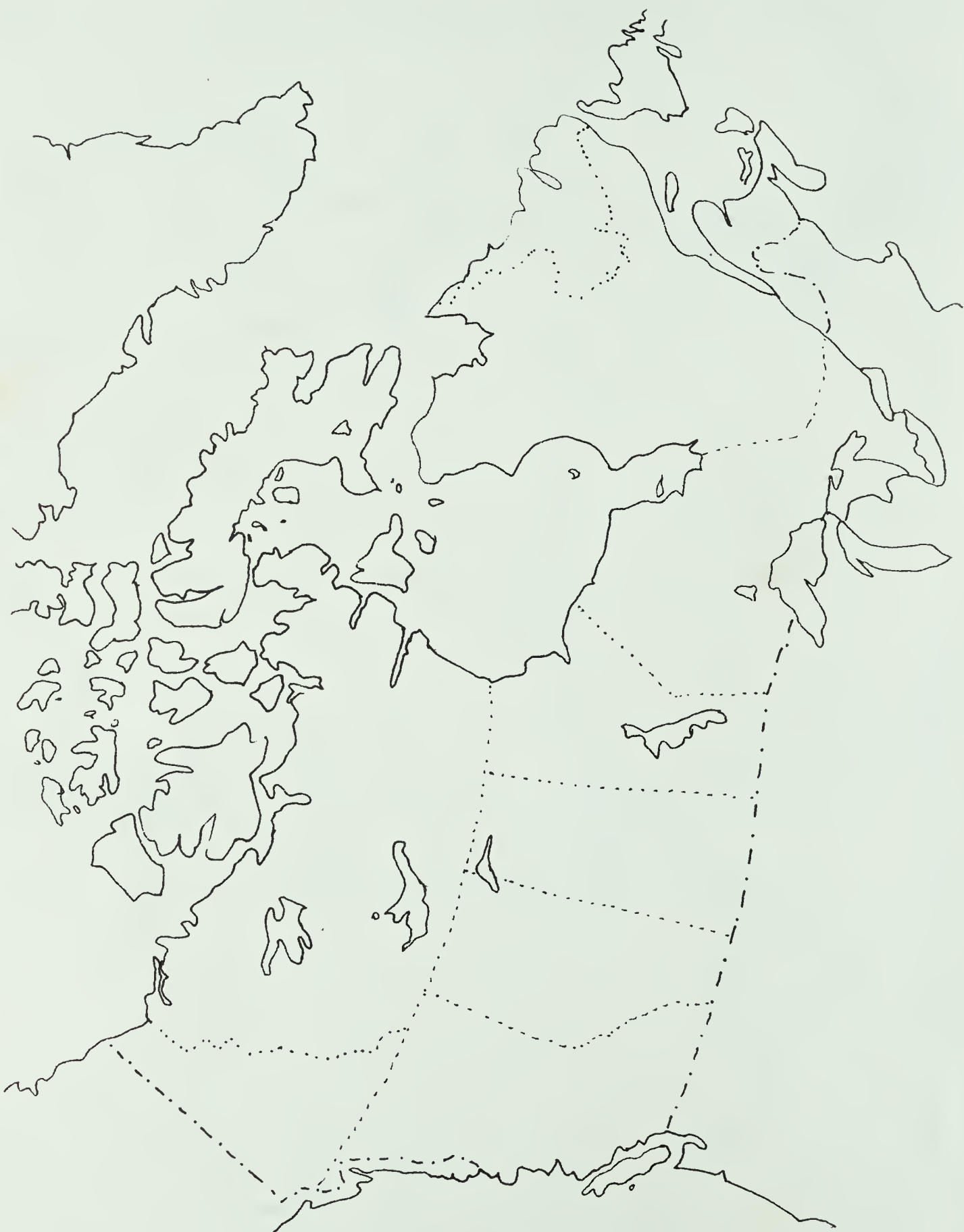


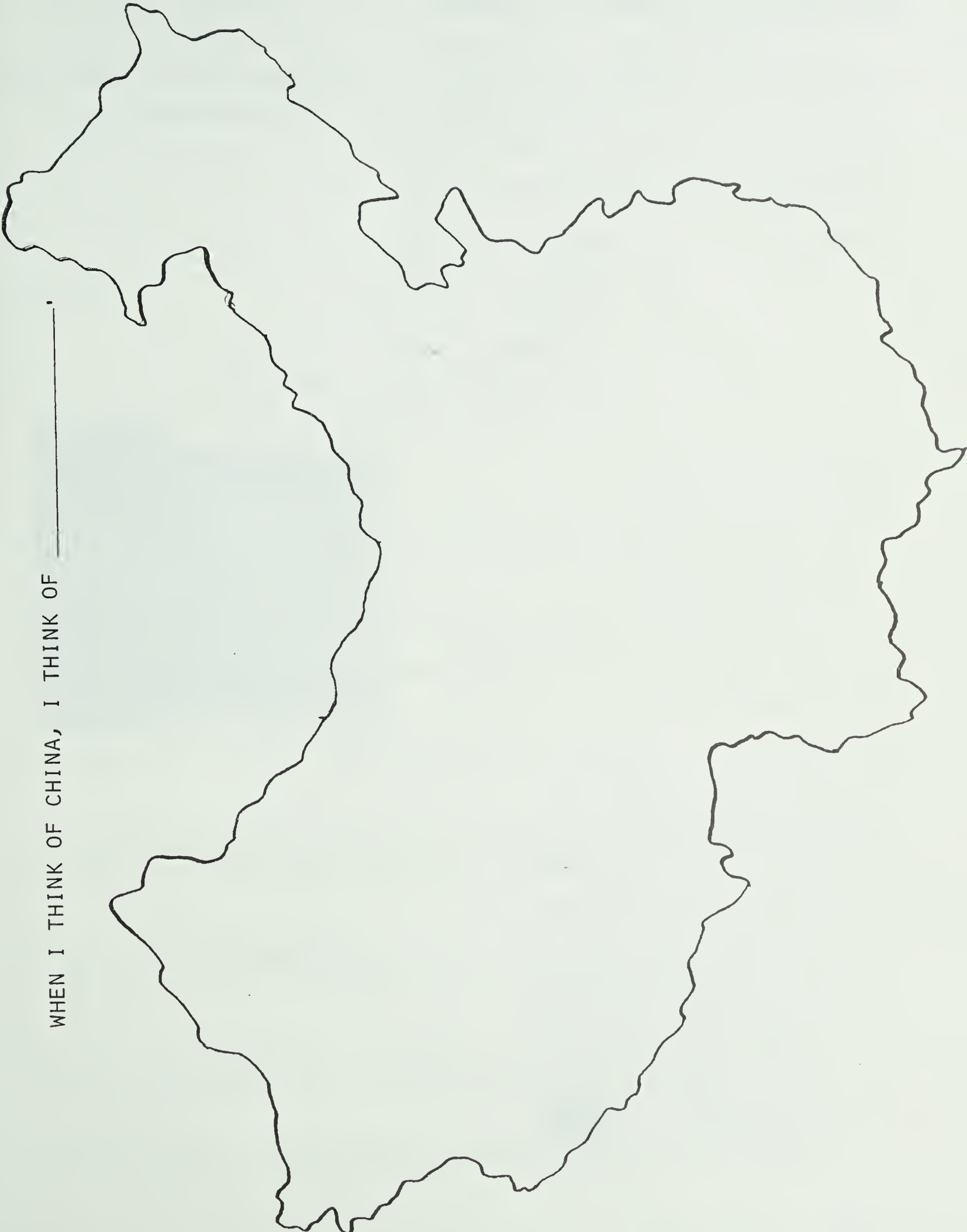
WHEN I THINK OF CHINA, I THINK OF \_\_\_\_\_.

OUTCOME :



WHEN I THINK OF CANADA, I THINK OF \_\_\_\_\_.





WHEN I THINK OF CHINA, I THINK OF \_\_\_\_\_.

## ACTIVITY 2 : WHERE IS CHINA ?

INTENT : Students will locate China and Canada, compare their sizes, and contrast the population densities of each.

TIME : 60 minutes

MATERIALS :

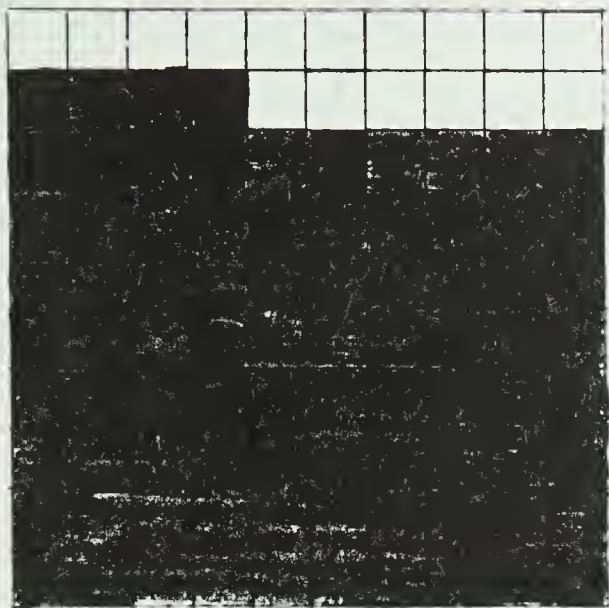
1. overhead transparency of world, TR2
2. MacMillan School Atlases
3. wall map of world or globes
4. map of China, Student Resource SR2
5. map of Canada, Student Resource SR3
6. 100 sq cm grid paper, Student Resource SR4

### SUGGESTED PROCEDURE :

1. View the overhead transparency of the map of the world TR2 with China in the centre. Discuss:
  - a) What is different about this world map? Compare it to the wall map of the world or to the map on pages 26, 27 in the MacMillan School Atlas.
  - b) The word "China" means "middle kingdom". Why is this appropriate for this map?
2. Locate China on the globes or on the wall map. Discuss: Which country is in the middle of the world?
3. Identify, using the map or globes, the countries surrounding China and Canada. Stress to the children that countries south and east of China are called South East Asian countries.
4. a) Distribute the student copies of the maps of China and Canada SR2 and SR3. Direct the students to color China red. Cut it out. Color Canada green. Cut it out.  
  
Compare the sizes of the two countries by superimposing the cutouts or by tracing the shapes onto graph paper. Paste both cutouts into the scrapbooks.  
  
Record your conclusions about the relative sizes of the two countries.

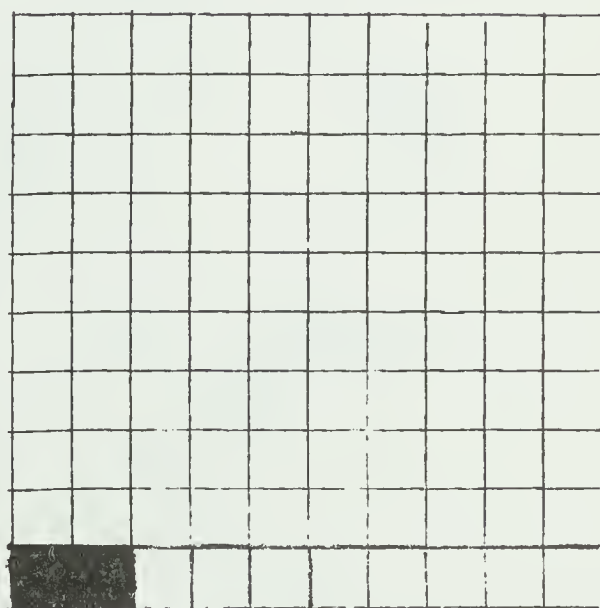
- b) Distribute the 100 sq cm grid paper SR4. Inform the students that each 100 sq cm shape represents the same amount of land in China and in Canada. Color 84 squares red on one grid to represent the population density of China. Color 6 squares green on another grid to represent the population density of Canada. Paste the graphs into the scrapbooks.
- c) Discuss and record: What conclusions can you draw from the maps and grids?

## OUTCOMES :



China

Canada



Lee-Ann Beber

MAP OF THE WORLD

ACTIVITY 2

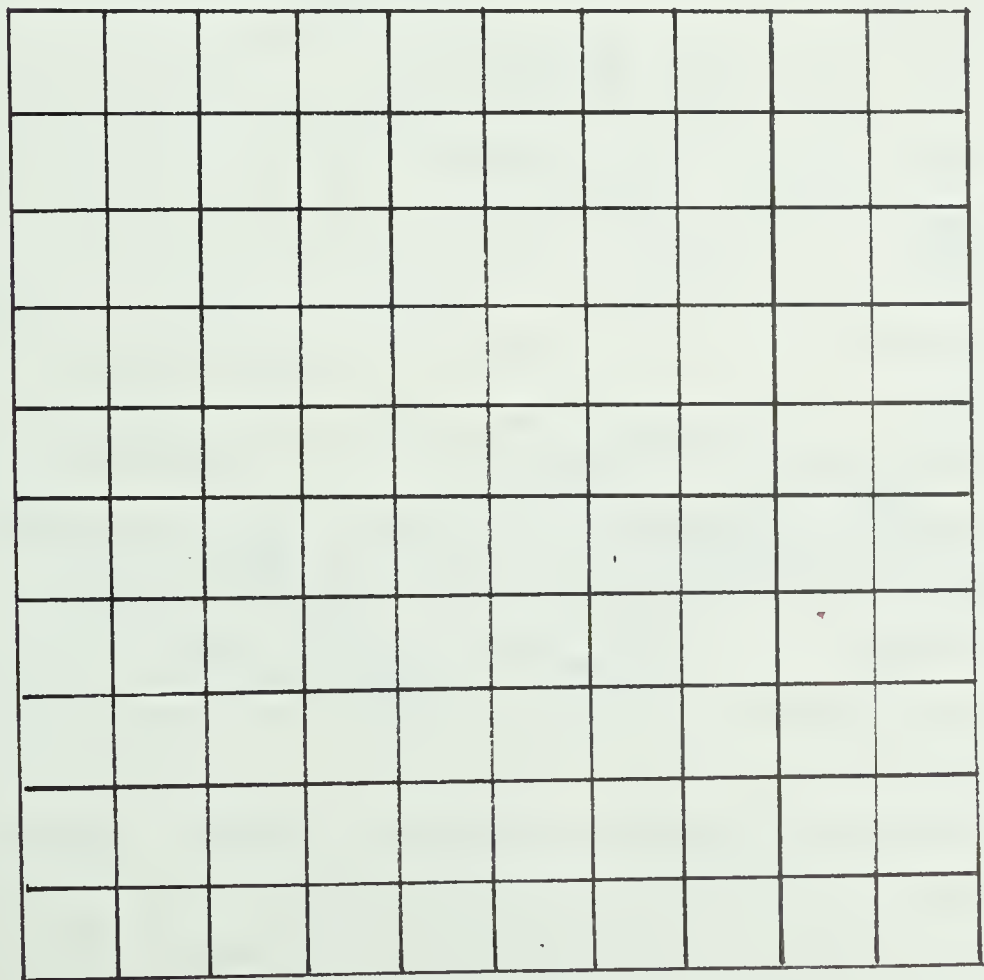
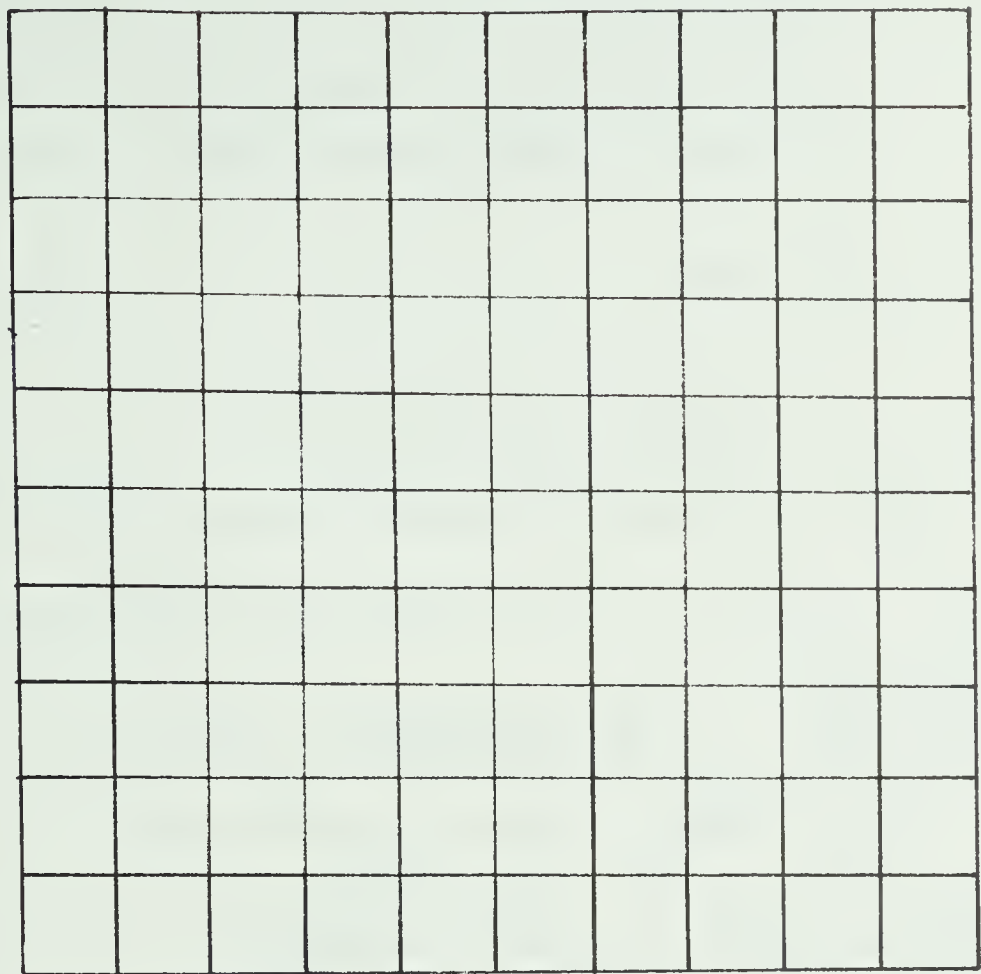
TR2











## ACTIVITY 3 : PHYSICAL GEOGRAPHY

INTENT : Students will identify important physical features of China and Canada and infer problems caused by them.

TIME : 60 minutes

MATERIALS :  
1. map of China, Student Resource SR5  
2. MacMillan School Atlases  
3. wall map of world and/or globes and/or cover of China's Way

### SUGGESTED PROCEDURE :

1. Use the wall map or globes to answer the following questions:
  - a) Which is farther from the equator, China or Canada?
  - b) What effect does distance from the equator have on the growing season?  
How many growing seasons could China have?
  - c) What conclusions can you make about the growing seasons of China and Canada?
2. Distribute the student maps of China SR5. Use the wall map or the map on the back cover of China's Way to locate and label the following:
  - a) mountains
  - b) deserts
  - c) rivers/lakes
  - d) plains
  - e) surrounding bodies of water

Note to Teacher: Refer to Page 9 "China in Maps" (Fitzhenry and Whiteside picture study set) for information about the physical features map of China.

3. Discuss:
  - a) How are the physical features of China and Canada alike? How are they different?
  - b) Where are the best growing conditions in China? Make an estimate about the population density in this area.
  - c) Where are the best growing conditions in Canada? What do you know about the population density in this area?

- d) What problems do Canada's physical features pose?
- e) What problems do China's physical features pose?

OUTCOME :



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*      CHALLENGE      *
*
*  LOOK AT THE TIME ZONES ON A GLOBE.  WHAT TIME IS  *
*  IT IN CHINA?  WHAT TIME IS IT IN YOUR COMMUNITY?  *
*  CAN YOU EXPRESS THIS USING THE 24 HOUR CLOCK?      *
*
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## ACTIVITY 4 : THE ISSUE

INTENT : Students will focus on the issue and list research questions to guide the inquiry.

TIME : 45 minutes

MATERIALS : 1. paper and felt pens

### SUGGESTED PROCEDURE :

1. Put the students into groups of 4-5 to brainstorm a list of answers to the question: "What problems do you suppose China's large population poses? The students should record their answers on chart paper using felt pens.

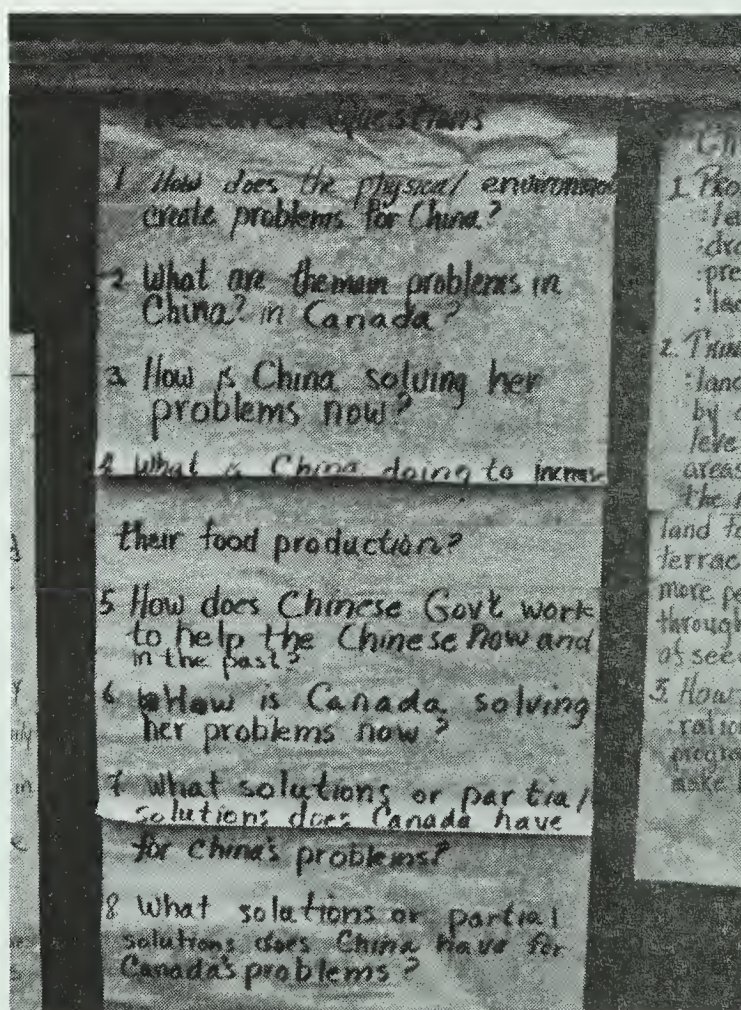
Note to Teacher: Brainstorming is a group activity. If your class is unfamiliar with the rules of brainstorming, watch Thinkabout videotape #2 "Brainstorming". The rules are:

- a) list many ideas
- b) withhold comments
- c) build on ideas
- d) choose the best ideas

2. After 15 minutes, direct the students to cut apart their lists so that each problem is on a separate strip of paper. Sort them into groups and give each group a title. Paste them on another sheet of paper in some interesting way.
3. Meet in a large group to discuss the charts the groups made. Some of the categories created by the students will probably suggest physical, social, and psychological human needs. Draw attention to this. (See Teaching Unit 6A "How should people meet their basic needs?" pages 14, 15 for an outline of basic needs.)
4. Discuss: Which of these problems does Canada have? How are we trying to solve these problems? Would that work for China? SHOULD THE PEOPLE OF CHINA AND CANADA SOLVE THEIR PROBLEMS IN SIMILAR WAYS? What do we have to know to answer this question?

5. Discuss and list questions which need to be researched before an informed answer to the issue can be attempted. Your list should include most of the following questions, but feel free to add to the list. Remember that these questions are not to be answered now. They are guidelines for the framework of the unit.
- a) What are the main problems of China's people?
  - b) How are these problems being solved now?
  - c) How does the physical environment of China affect the way its problems are solved?
  - d) How do traditions and customs affect the way its problems are solved?
  - e) What problems does China face for which Canada might provide partial solutions?
  - f) What problems do Canadians have for which China might provide partial solutions?
  - g) What changes are occurring in China today which might affect the way her problems will be solved in the future?
6. Display the issue in large letters on the classroom wall or bulletin board. List the research questions on chart paper and display them.

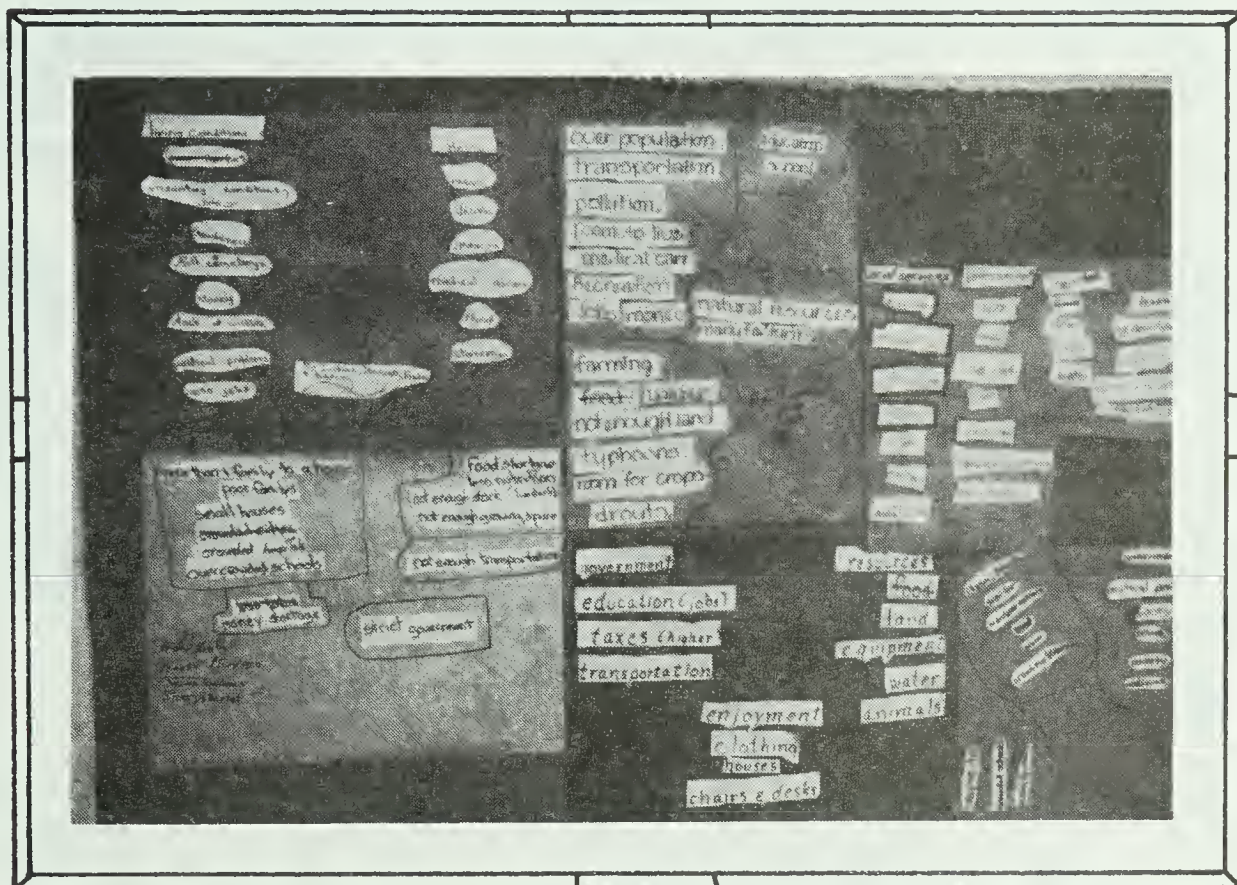
#### OUTCOMES :





ADDITIONAL ACTIVITY :

Read China's Way, page 33, with the students. Ask them to collect clippings and notes from newspapers, magazines, TV reports, etc. about China and include these in their scrapbooks. Continue this activity throughout the unit.





Everything

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Ours



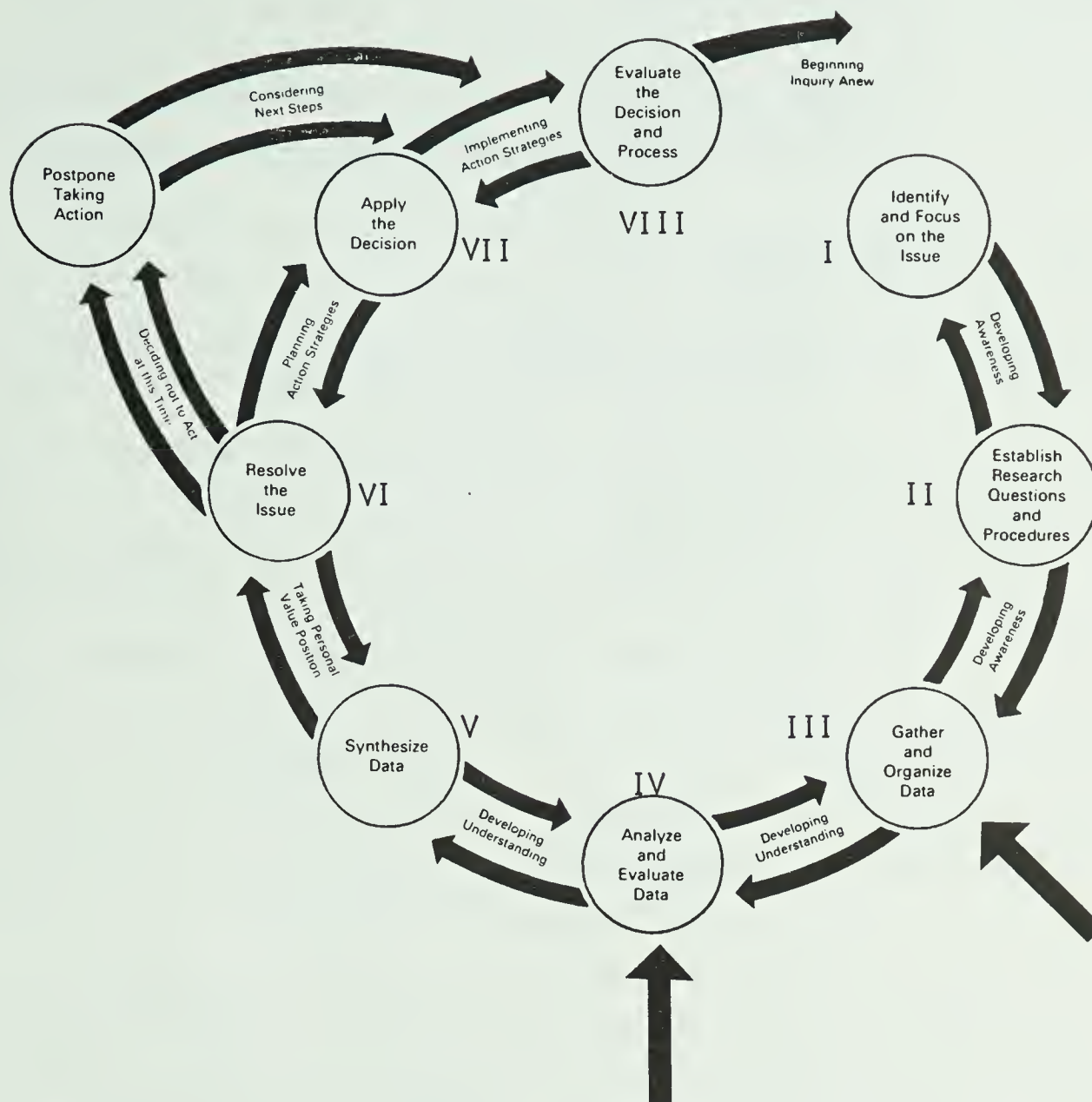
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LEE-Ann  
REBER



- III. GATHER AND ORGANIZE DATA  
 & IV. ANALYZE AND EVALUATE DATA

Intent - The students will be involved in a set of activities simulating life on a rural commune over a period of four years. Each year certain problems will be considered. The students will gather information about ways in which China attempts to solve these problems in real life. They will organize, analyze, and evaluate this data and make decisions affecting life on their hypothetical commune.

ACTIVITY 5 :        WHY COMMUNES?

INTENT :                Students will participate in a simulation to experience  
the inequities of the traditional class structure of China.

TIME :                 60 minutes

- MATERIALS :
- 1. overhead transparency or chart of Population of China in 1910, TR3
  - 2. overhead transparency or chart of The Wealth of China in 1910, TR4
  - 3. social class cards (1 per student), Student Resource SR6
  - 4. wealth tokens in labelled envelopes, Student Resource SR7
    - a) Emperor                                25 (1 envelope)
    - b) Major noble                            10 (2        "        )
    - c) Lesser noble                            3 (3        "        )
    - d) Lesser landowner                    5 (5        "        )
    - e) Peasant                                    1 (23       "        )
  - 5. duplicated copies of Peasant Life Before 1949, Student Resource SR8
  - 6. banners or overhead transparency of Revolution in China - 1949, TR5

SUGGESTED PROCEDURE :

- 1. Discuss the transparency or chart, "The Population of China in 1910" TR3 and "The Wealth of China in 1910" TR4. Would a situation like this cause any problems in China?
- 2. Simulate the class structure depicted in the diagrams by
  - a) passing out the social class cards (Student Resource SR6) to the students at random
  - b) giving each player the appropriate envelope of wealth tokens (Student Resource SR7)



c) discussing the following questions:

What do you think of this class system? Is it fair?

Which people in China would have liked this system? Why would they have liked it?

Would you like to be a Chinese peasant?

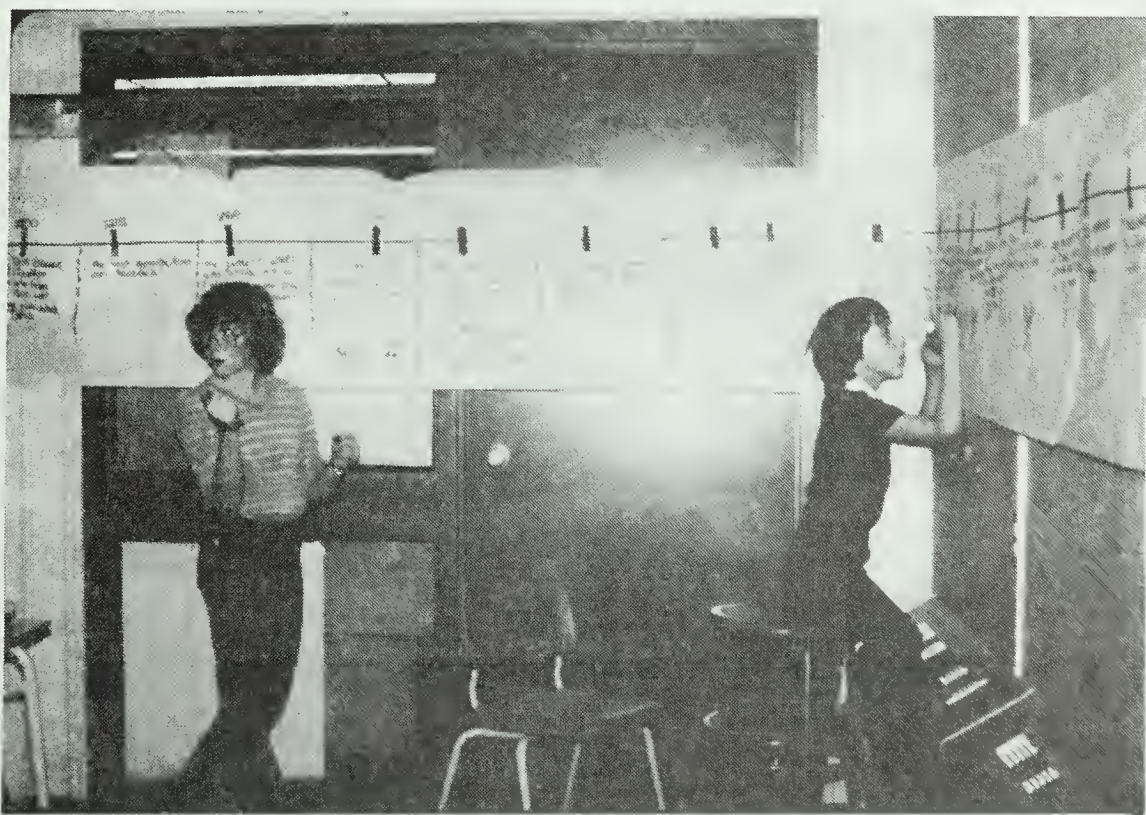
The last Emperor of China was removed from his throne in 1911. The first Republic of China was then established. The idea of communism was heard in China about that time. However, not until 1949 was a communist government established in Peking.

3. Note: During piloting, a parent questioned the intent of this activity. The parent was invited to view the work in the classroom and to discuss the value of the activity in terms of the overall unit. Emphasis was placed on the fact that this activity depicts an ideal situation rather than actual conditions.

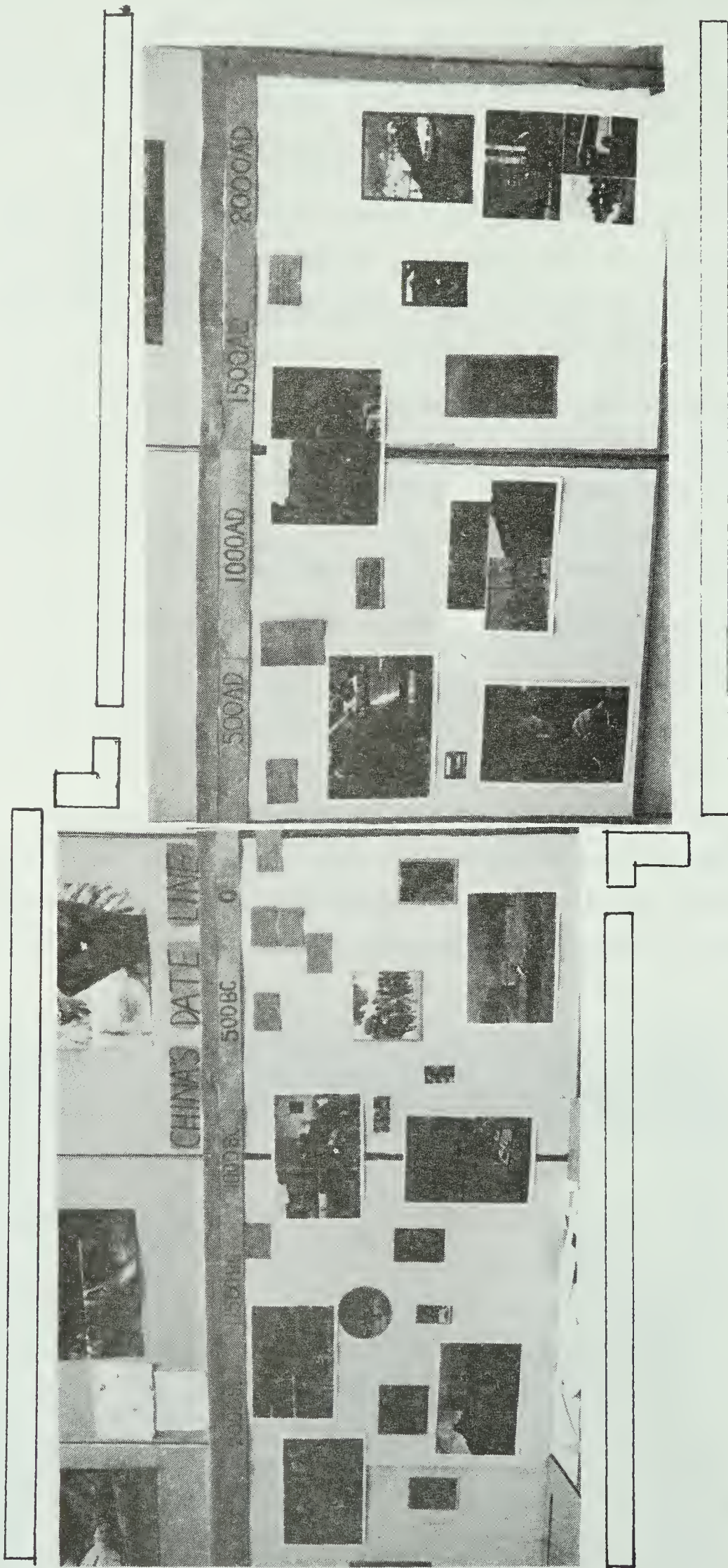
Read and discuss "Peasant Life Before 1949", Student Resource SR8.

4. Continue the simulation by displaying the banners or overhead transparency of "Revolution in China - 1949" TR5. Discuss the meaning of each promise made by the Communist party worker. Discuss:
- a) Which group of Chinese people would be very anti-Communist? Which group would be interested in what the party worker had to say?
  - b) What changes would you have to make in the charts, "The Population of China in 1949" and "The Wealth of China in 1949", if the Communists carried out their promises? Why?

OUTCOMES :









ADDITIONAL ACTIVITIES :

1. Have students find out what the following words mean, and record these findings in their scrapbooks.
- commune

community

communism

communication
2. With your students, read and discuss China's Way, pages 26, 27, "The Fight for Liberation" and "The Green Revolution".

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CHALLENGE

WRITE A COMPUTER PROGRAM THAT WILL COUNT BY ONES FROM 1  
TO 960 MILLION, OR THE CURRENT POPULATION OF CHINA.  
HOW LONG WOULD YOU HAVE TO WAIT FOR THE COMPUTER TO  
FINISH COUNTING?

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CHALLENGE

MAKE A TIMELINE IN YOUR CLASSROOM. INCLUDE THE  
IMPORTANT EVENTS SINCE 1949 BUT DON'T FORGET THE  
ACHIEVEMENTS IN THE LAST THREE THOUSAND YEARS,  
WHAT IMPORTANT INVENTIONS AND DISCOVERIES OCCURRED?

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CHALLENGE

CHOOSE A FICTION BOOK ABOUT CHINA FROM THE LIBRARY.  
RECORD IN YOUR SCRAPBOOK WHAT YOU WOULD LIKE AND  
DISLIKE ABOUT YOUR LIFE IF YOU WERE ONE OF THE  
CHARACTERS IN THE BOOK.

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CHALLENGE

GO TO THE LIBRARY. READ SOME OF THE STORIES LISTED  
UNDER THE SUBJECT FOLKLORE - CHINA IN THE CARD  
CATALOG. PLACE THE BOOK YOU FOUND ON THE CHINA TIME-  
LINE IN YOUR CLASSROOM.

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CHALLENGE

GO TO THE LIBRARY AND FIND CHILD OF THE OWL OR  
DRAGONWINGS BY LAURENCE YEP. CHOOSE ONE TO READ.  
RECORD IN YOUR SCRAPBOOK HOW YOU WOULD FEEL IF YOU  
MOVED TO A COUNTRY WHERE YOU DIDN'T KNOW THE  
LANGUAGE .

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THE POPULATION OF CHINA IN 1910

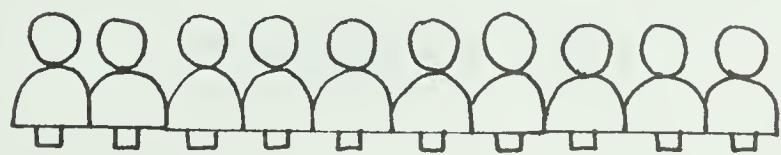
EMPEROR -- 1



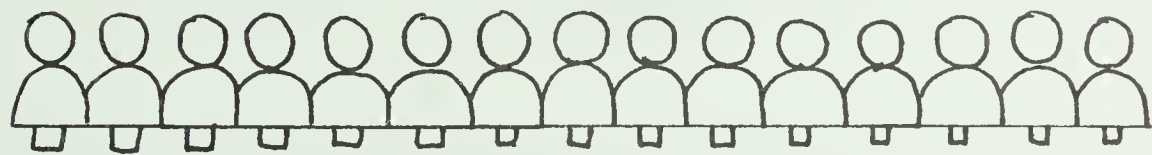
MAJOR NOBLES -- 1,000



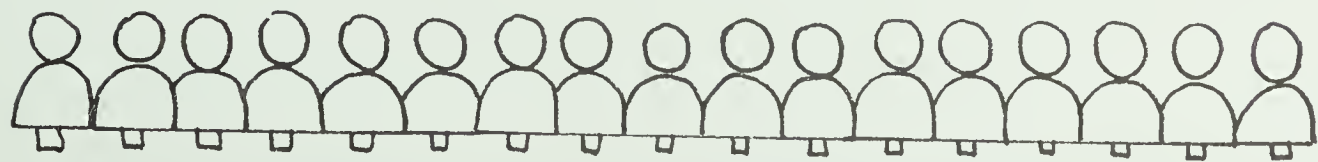
LESSER NOBLES -- 10,000



LESSER LANDOWNERS -- 100,000



PEASANTS  
500,000,000



(ADAPTED FROM CHINA BY GARY BIRCHALL, P. 34.)

THE WEALTH OF CHINA IN 1910

EMPEROR



MAJOR NOBLES AND WARLORDS



LESSER LANDOWNERS



LESSER NOBLES - WARLORDS



PEASANTS



(ADAPTED FROM CHINA BY GARY BIRCHALL, P. 34.)

4. Discuss the hierarchy represented in the overhead transparency "China's Communist Government" TR6. This chart is highly simplified but represents the basic organization especially at the lower levels.
5. View the filmstrip again without the audiotape. Discuss the pictures using the discussion questions, Student Resource SR9.

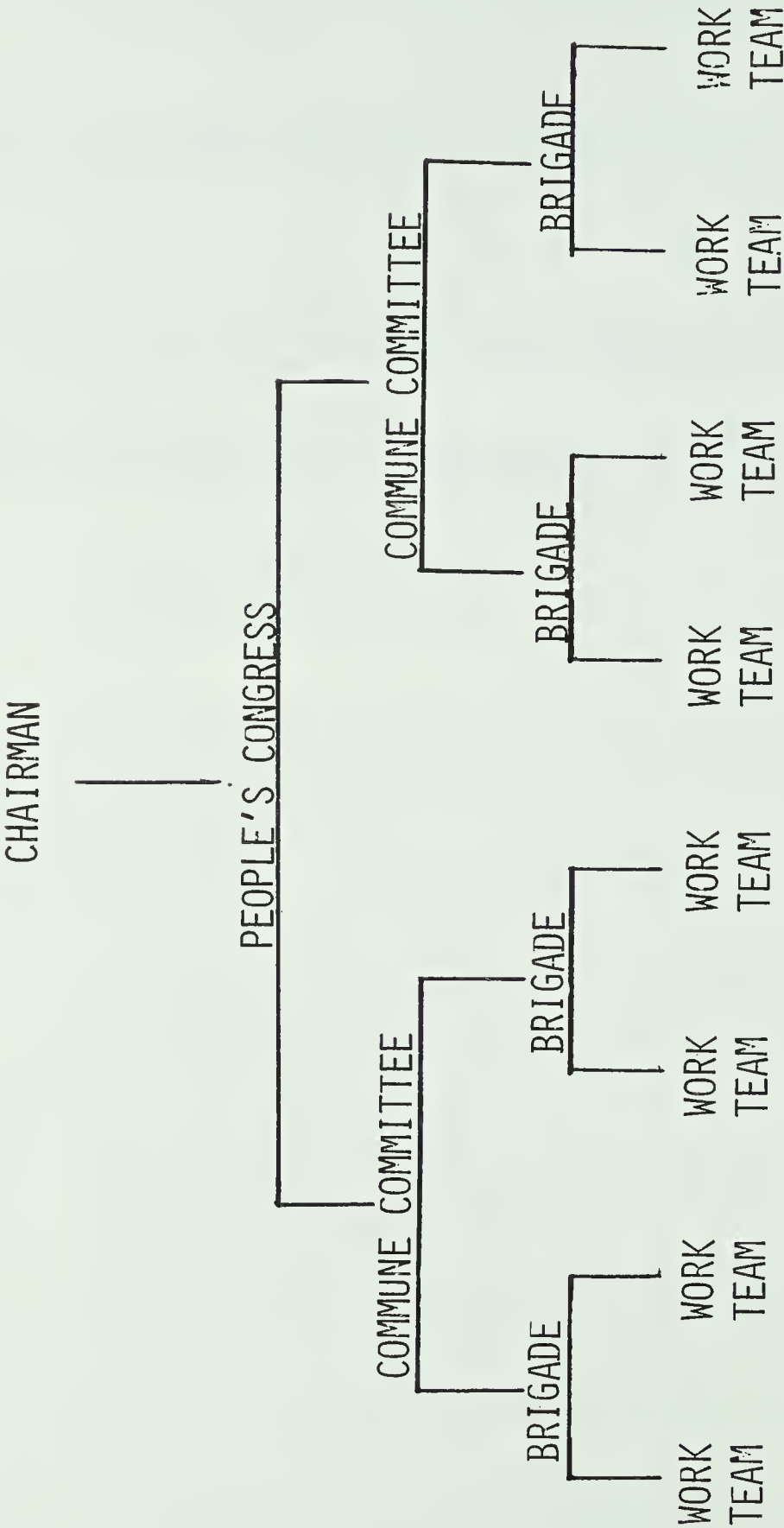


<u>FRAME #</u>	<u>SCRIPT</u>
1.	Each year, many people are assigned to communes like this one. A commune is made up of groups of people living and working together in an organized way. In China, people are not allowed to choose where they will live and work.
2.	Commune workers are provided with homes at a very low rent. Many rural houses are old and not at all luxurious by Canadian standards. Commune committees make improvements and repairs when time and building materials are available.
3.	Urban workers live in one or two storey houses or apartment buildings. Brick is the main construction material because there is not enough wood available in China.
4.	Houses are built close together, residential streets are narrow and very few homes have yards. Every bit of space is used by homeowners.
5.	Apartment balconies become storage spaces, laundry, or food growing areas.
6.	A family of five lives in this apartment. Most apartments consist of two rooms. Each room is about 3 m wide and 4 m long. The bedrooms serve both as living rooms and sleeping quarters. There is one kitchen for every two apartments and in the older buildings, one bathroom per floor.
7.	Even in the cities, few homes have running water. Communal water taps are provided in each neighborhood. A group of families may draw their water for washing and cooking from a drum such as the one you see here.
8.	Most communes do not have sewage systems. All human wastes are collected in barrels called honey wagons. The waste material is allowed to decompose in cement troughs until the bacteria in it is no longer harmful. This "night soil" is then spread on the fields as fertilizer.
9.	There is a great deal of work to be done on a commune. Workers are organized into teams, or brigades. Each brigade has a leader and may be assigned to any jobs or projects that need manpower.
10.	On the commune, everyone is expected to work. While grandparents care for the children, the parents become part of the commune labor force. These women are part of a brigade assigned to street repair.
11.	Brigades perform such tasks as cultivating young rice,

12. controlling weeds,
13. and cleaning and preparing vegetables so that not every family has to prepare meals after a day's work.
14. Everyone helps at harvest time. Some people volunteer to do extra work to get ready for harvest.
15. Some workers don't like to be idle. They often find other jobs to do during their assigned tasks. This man is making baskets while he tends the cow herd.
16. Communes try to be self-sufficient; that is, everything possible is grown or made on the commune.
17. Communes also produce many different products. This city commune is centered around a large factory which manufactures locomotives, but another commune might produce
18. carpets ...
19. jade carvings...
20. or even ceramics.
21. Even though it is in the city, this commune raises crops. Since good farming land is very scarce, agricultural communes are set up wherever farming land is available. China needs all the food it can grow to feed its one billion people.
22. Agricultural communes produce many different crops. Cotton is a major crop in southern China.
23. On communes in northwestern China, sheep are raised.
24. Silkworms are cultivated in areas where mulberry bushes grow.
25. Commune leaders are always looking for ways to increase the amount and variety of the commune's production. Goats ...
26. and chickens provide extra food and income.
27. All available land and water is used for raising farm produce. Here, lotus roots are being harvested.
28. Ducks and geese are often raised on a large scale.
29. Ponds are stocked with fish that prefer to live at different depths so that all levels of the pond are used.
30. Orchards such as this persimmon grove add to the commune's income.

31. Sometimes, land has to be changed before crops can be planted and harvested. Terracing makes sloped hillsides suitable for irrigation.
32. Chinese farmers use human labour to do many jobs that Canadians do with machinery. This rice is being gathered up by hand after it has dried ...
33. and on this commune, fertilizer and water are carried to the crops by bucket.
34. Sometimes, machines and human labour are used together to produce good crops.
35. Here, machines, animals, and human power are all being used to transport crops from the fields.
36. As well, one machine may serve many purposes in China. Besides work on the farm, this tractor is being used to transport the government's share of the commune's produce to a depot in the city.
37. Many families on agricultural communes are allowed to have small pieces of land of their own. These are called private plots. Families may raise animals or vegetables on them. This family is raising pigs.
38. The city is a good market for selling this produce.
39. Often, the older members of the family sell the produce from the private plots while the younger people continue to work at the commune. The money raised from these plots may be kept for personal use.
40. This money can be used to buy luxury goods, but first, a permit to do so must be obtained from the commune committee. This family received permission to purchase a bicycle.
41. Health and educational services are provided on each commune. Since there are very few doctors for the number of people in China, most communes have paramedics called "barefoot doctors".
42. Many of the medicines used are prepared from herbs grown in the commune gardens.
43. Children get all of their schooling, except university, on the communes.

44. Although most of the people in China can read, books are not common. Most communes do have a library. However, these libraries are usually small because the Communist Party does not allow books from other countries.
45. The notice board is an important part of the communication system on a commune. Newspapers, slogans, posters, and work assignments may be posted here by the government or by the commune members.
46. Finally, the teaching of Communist Party beliefs plays an important part in life on the commune. Not everyone is a member of the Communist Party, but all people must follow its rules.
47. The commune is a way of organizing people into groups so they can live and work together. It is China's way of meeting the needs of its people.





DISCUSSION QUESTIONS: WHAT IS A COMMUNE?

<u>FRAME #</u>	<u>QUESTIONS</u>
1.	Where are the houses built on this commune? What are some of the advantages and disadvantages of having the houses clustered together in this way?
2.	What improvements might be made to this commune? Would the commune members agree with you? Why or why not?
3.	What contrasts do you see in this picture?
4.	What examples do you see of the wide use of space in this picture.
5.	What size do you think the apartment these girls live in is? What evidence do you have for your answer?
6.	What changes would you have to make in your lifestyle to live in close quarters with four other family members?
7.	Why might commune members be content with this water system?
8.	How are human wastes disposed of in Canada? What are the advantages and disadvantages of each system?
9.	What tasks have been assigned to the work brigades? What information does the picture give about the number of people available to work on chores in the commune?
10.	Would you like to be part of this brigade? Why or why not?
11-13.	How would this work be done in Canada? What are the advantages and disadvantages of each method?
14.	What responsibilities do the members of this work team have? (making and repairing farm tools)
16.	Why might agricultural communes become involved in manufacturing? Why would factories be organized as communes? What are the characteristics of a commune? If you were designing a commune for the area where you live, what would it produce? Give reasons for your choices.
17-21.	How would workers be organized to manufacture locomotives? What advantages would there be for the workers to have the factory organized as a commune? What services would the factory commune provide for the workers? Would these services be different from those provided for workers on an agricultural commune? Why or why not?

<u>FRAME #</u>	<u>QUESTIONS</u>
22.	What stages of cotton harvesting do you see in the picture?
23.	What are the physical features of this area? How would they help to determine what a commune would grow and raise?
24.	How are silkworms raised? What is their main source of food? How would the raising of silkworms benefit a commune?
25.	What products could be obtained from goats?
27.	How would a commune benefit from growing lotus roots?
28.	For what reasons would a commune want to raise ducks and geese?
29.	What is this brigade doing? What do you think they will do with all the fish? (some for commune use and the rest for sale in other parts of China by government agency)
30.	What is happening in this persimmon orchard?
31.	How is the landscape in Canada changed to make farming easier and more efficient? Is terracing used in Canada? Why or why not?
32-34.	What examples do you see of using people to do what Canadians would often use machinery to do? What reasons might China have for using people for these tasks? What might be a more efficient way of watering and fertilizing this crop? Why do you suppose this is not being done?
35.	What does this picture tell us about the kinds of vehicles and types of transportation available on the commune?
36.	Why would the tractor be used for this purpose? Who or what might do the work of the tractor on the commune while it is transporting grain?
37.	What besides pigs and vegetables might be raised on a private plot?
38.	Why is the city a good market? Do city workers have private plots? If they do, where might they be located? Who would look after them?
39.	What luxuries has this man been able to purchase with money earned from the sale of produce from his private plot?

<u>FRAME #</u>	<u>QUESTIONS</u>
40.	What luxury goods has this family purchased? What can we learn about this family from the picture?
41-44.	What commune services do you see pictured? What will the paramedic do with the basket of flowers?
45.	What kinds of information might be posted here? Why would this method of spreading information be used in China? What ways do Canadians have of communicating this kind of information?
46.	What are these people doing at the meeting? When would workers attend such meetings? What would happen if someone did not want to go to the meeting?

## ACTIVITY 7 : GETTING READY TO EVALUATE DATA

INTENT : Students will design a form for evaluating data collected throughout the unit.

TIME : 60 minutes

MATERIALS : 1. China's Way and/or  
2. Thinkabout videotapes #44, 45, 46

### SUGGESTED PROCEDURE :

1. Do one or both of the following:
  - a) Read and discuss "Before We Jump to Conclusions", pages 28-31 in China's Way.
  - b) View the Thinkabout videotapes listed below and discuss as suggested in the teacher's guide:  
program 44, "Should I Believe It?"  
program 45, "What's Important?"  
program 46, "What's Enough?"
2. Design a form with the students to evaluate data collected from newspapers, books, TV, interviews, etc. as the unit progresses. The form may look something like the following. Run off several copies of the form you design so that the students can use it regularly.

DATA EVALUATION FORM	
Source	_____
Brief summary	_____
Viewpoint expressed	_____
Date of publication	_____
Up to date?	_____
Emotional words	_____
Objective?	_____
Biased?	_____
For more information refer to <u>The World of Language Book I</u> , Canadian Edition, Toronto, McGraw-H. A. Ryerson, Chapter 7, p. 185-201	



OUTCOME :

"BE A CHINA WATCHER" EVALUATION FORM

Source Author Andrew Horvat Publisher Southam News  
 Reliable Yes Knowledgeable Yes  
 Date Wed. Jan 28, 1981 Other \_\_\_\_\_

Article Title Madam Mao's opera closes in revolutionary  
 Topic China's Madam Mao 1 China  
 Location Peking China  
 Summary The news is about Jiang Qing, wife of Chairman Mao. She was arrested because of her abuse in her power. The people pressed charges against Jiang Qing for her overuse of power. The court <sup>during the revolution</sup> discussed the charges and reversed what happened during Mao Tse-Tung's rule. She was proven guilty and was jailed.

Statistics \_\_\_\_\_  
 Bias Yes. In favor of the Chinese Government  
 Objective To prove that Madam Mao was guilty  
 English or Foreign Foreign  
 Enough Info. No  
 Comments I think that there was bias because the news was in favor of the Chinese Government and not Madam Mao's. The author forgot a detail. How many days will Madam Mao spend in jail? The rest of the news was detailed and explained more quickly ordinarily.

Submitted by Noel Fontanilla



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? HOW TO ?

? EVALUATE VIEWPOINTS OF GUEST SPEAKERS ?

? THROUGHOUT THE TIME SPENT ON THE UNIT, INVITE TWO ?

? OR MORE GUEST SPEAKERS WITH DIFFERING POINTS OF ?

? VIEW. PREPARE QUESTIONS IN ADVANCE WITH YOUR ?

? STUDENTS, SUCH AS: ?

? A) WHAT IS CHINA'S MOST IMPORTANT PROBLEM TODAY? ?

? B) DO YOU AGREE WITH THE WAY THIS PROBLEM IS BEING ?

? SOLVED? ?

? C) COULD CANADA PROVIDE PARTIAL SOLUTIONS TO THIS ?

? PROBLEM? ?

? RECORD THE DIFFERING VIEWPOINTS ON A RETRIEVAL CHART. ?

? PERSON A B C ?

? MR. X ?

? MS. Y ?

? MR. Z ?

? ?

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\* CHALLENGE \*

\* SEARCH THROUGH THE LIBRARY FOR OUT-DATED \*

\* MATERIALS ON CHINA. \*

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## ACTIVITY 8 : YEAR ONE ON THE COMMUNE

INTENT : Students will create the commune setting around which future lessons will be focussed.

TIME : 60 minutes

MATERIALS :

1. map of Commune Setting as overhead transparency or wall chart, TR7
2. table (s)
3. brown kraft paper
4. pulpboard or cardboard
5. blue construction paper
6. miscellaneous small boxes, paper scraps, etc.

### SUGGESTED PROCEDURE :

1. Set up a table for the purpose of building a model of the commune. You may choose to have several displays in order that small groups may work on these or to have one central display prepared by alternating groups of students. The initial tabletop display should represent only what exists in the commune before the new settlers arrive. Each year of life on the commune will add new features to the tabletop display to simulate changes and improvements in the commune.

2. Describe the setting of the commune(s) in the following manner:

"The government of China must expand the production of food. It is very expensive to buy food from other countries so all available farmland must be used for farming and better farming methods must be found.

You are the people who have been chosen to form a new commune in a rugged area which has not previously been farmed. You may ask for advice from government farming experts and from communes nearby. For a short time you may also borrow tools from neighbouring communes.

You are able to live in mud huts built by government workers so shelter is not a worry. The commune land is located in the southern part of China. The commune is located near a river but there is a steep hill on one side."

3. Introduce the students to the commune by displaying and discussing the "Commune Setting" map transparency, TR7.
4. Divide the class or groups into brigades each of which is responsible for constructing one of the following for the tabletop representation of the commune: hills, rivers, roads, building. You may wish to give the following directions to each brigade.

??

?	HOW TO	?
	MAKE HILLS FOR THE TABLETOP	
?		?
?	CUT A 20 CM BY 30 CM RECTANGLE OF PULPBOARD FOR	?
?	THE BASE. CUT A PIECE OF BROWN KRAFT PAPER ABOUT	?
?	THREE TIMES BIGGER THAN THE BASE. CRUMPLE THE	?
?	KRAFT PAPER, OPEN AND RESHAPE INTO HILL SHAPES.	?
?	PASTE THE KRAFT PAPER TO THE BASE, PUSHING IT UP	?
?	TO FORM DIFFERENT HEIGHTS. THE PAPER WILL OVERLAP	?
?	THE BASE IN PLACES. TRIM WHEN FINISHED.	

??

??

?	HOW TO	?
	MAKE ROADS FOR THE TABLETOP	
?		?
?	CUT A VARIETY OF ROAD PIECES IN DIFFERENT SHAPES	?
?	FROM HEAVY CONSTRUCTION PAPER. ROADS THE WIDTH	?
?	OF YOUR RULER SHOULD BE THE RIGHT SCALE. SPREAD	?
?	WHITE GLUE LIGHTLY ON EACH ROAD PIECE. SPRINKLE	?
?	PENCIL SHAVINGS ON THE GLUE. LET DRY.	

??

??

? HOW TO ?

? MAKE RIVERS FOR THE TABLETOP ?

? CUT HEAVY BLUE CONSTRUCTION PAPER INTO APPROPRIATE ?  
SHAPES AND SIZES. MAKE THE RIVER IN PIECES AND  
? FIT IT TOGETHER ON THE TABLETOP. SPREAD GLUE ?  
LIGHTLY ON EACH RIVER PIECE. PRESS CRUMPLED  
? BLUE TISSUE PAPER ONTO EACH PIECE TO REPRESENT ?  
WAVES.

??

??

? HOW TO ?

? MAKE BUILDINGS FOR THE TABLETOP ?

? USE A VARIETY OF VERY SMALL BOXES. COVER EACH BOX ?  
WITH BROWN OR GRAY PAPER. PLAN THE ENDS OF THE  
? BUILDING SO THAT A ROOF CAN BE ADDED. ?  
MAKE A THATCHED ROOF BY USING BROWN AND  
? YELLOW CRAYON ON BROWN KRAFT PAPER. FOLD ?  
AND PASTE A ROOF ON EACH BUILDING.

??



OUTCOMES :

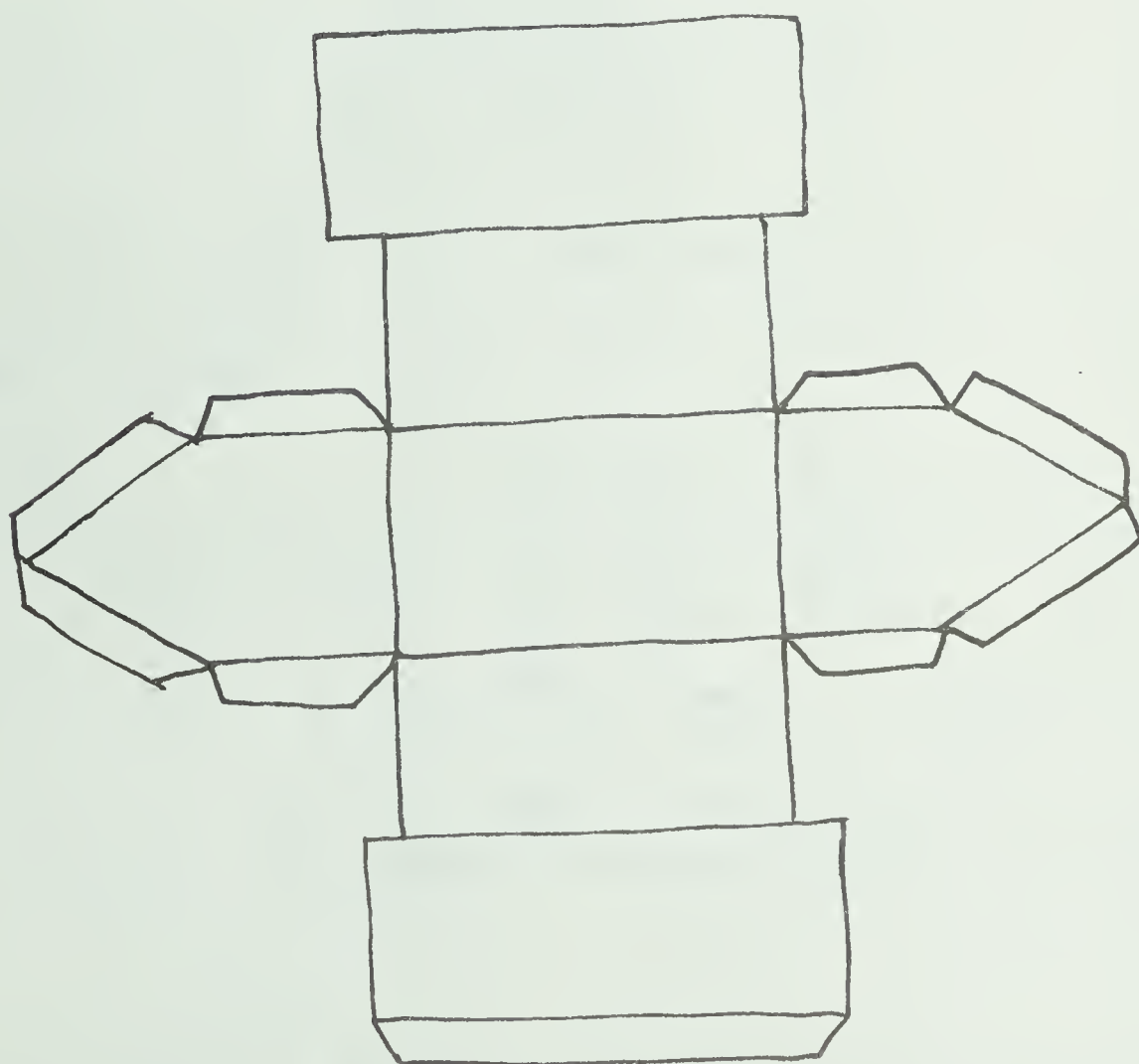


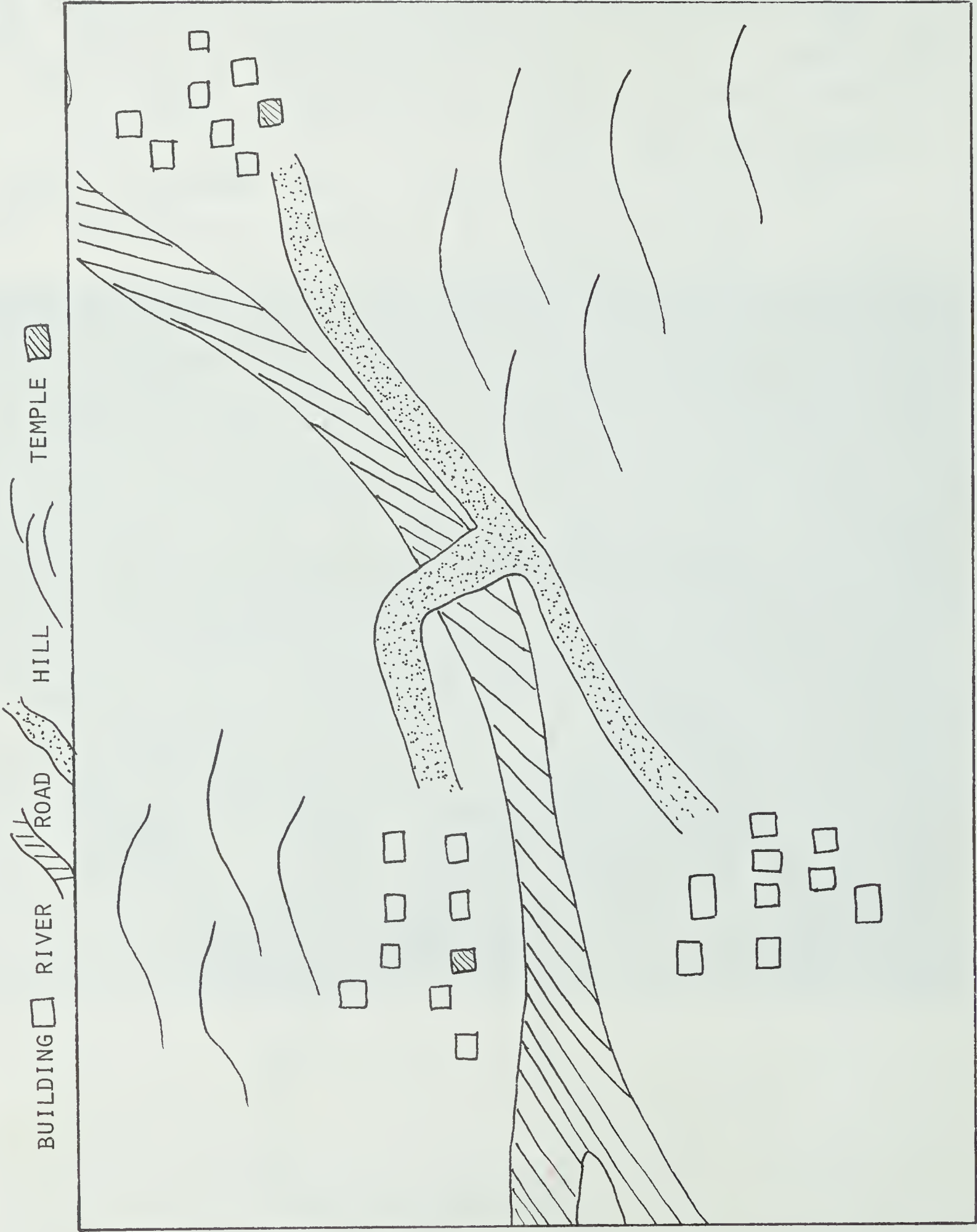


The first house design I made was 6cm by 3cm and 4 cm tall Three of the four communes used my design. I got 30 coppies made out.

On our commune we found they were out of scale so I made a design 4cm by 2.5cm and 2cm tall

Neil Walkeragell grade 6  
North block calgary





COMMUNE SETTING

## ACTIVITY 9 : CHANGES IN FAMILY LIFE

INTENT : Students will understand that the extended family was the centre of life in old China, but family ties are being broken as lifestyles change in China today. Students will recognize that family structures are changing as lifestyles change in modern Canada.

TIME : 60 minutes

MATERIALS : 1. China's Way  
2. play, "A Leap Forward", Student Resource SR10

### SUGGESTED PROCEDURE :

1. Read pages 12 and 36 in China's Way. Compare traditional family life in China with family life today by making a chart.

#### FAMILY LIFE

Traditional Chinese	Modern Chinese
---------------------	----------------

2. Put the students into three groups of at least 9 players each. Instruct them to read and practice "A Leap Forward", Student Resource SR10. Use a reader's theatre format in which each student reads from the script rather than memorizing lines.

#### Note to Teacher:

1. Children who have never done reader's theatre would benefit from some warm-up exercises in mime.
2. Readers sit on high stools or chairs. Those who are not in a scene sit with their backs to the audience.
3. Stools and scripts are used as props. The narrator sets the scene.
4. The teacher may read the play aloud to the group.
5. Let the students read the play and improvise without interruption.



After each performance by the groups do one of the following:

- Add to the chart started in #1.
- Discuss the differing feelings of family members regarding the move.  
How would you feel if you were a member of this family?
- Discuss what values are in evidence. Which are in conflict?

- Compare traditional family life in Canada with family life today by making a chart.

### FAMILY LIFE

Traditional Canadian	Modern Canadian
----------------------	-----------------

- Discuss: How are the extended families of China and the nuclear families of Canada changing? What can we learn from each other?

OUTCOME :

FAMILY LIFE - CANADA		FAMILY LIFE (CHINA)	
TRADITIONAL FAMILY	MODERN FAMILY	TRADITIONAL FAMILY	MODERN FAMILY
<ul style="list-style-type: none"> <li>small living space</li> <li>children seen as a burden</li> <li>father runs the household</li> <li>families lived closer together</li> <li>more children (&gt;2)</li> <li>lived on farms</li> <li>largely self-sufficient</li> <li>barter &amp; trade</li> <li>marriage by choice</li> <li>marriage for life (usually)</li> <li>ancestral home</li> <li>elderly stayed in the house</li> <li>more a sense of belonging</li> </ul>	<ul style="list-style-type: none"> <li>much larger &amp; newer space</li> <li>children are welcome</li> <li>mother &amp; father are important in household</li> <li>families are dispersed throughout the country</li> <li>fewer children (&lt;2)</li> <li>lived in cities</li> <li>government provides services</li> <li>marriage by choice</li> <li>temporary marriages</li> <li>easy come, easy go</li> <li>movement to the homes is varied according to economic base</li> <li>old folks' homes for persons &gt; 65 yrs</li> <li>special care - lonely</li> </ul>	<ul style="list-style-type: none"> <li>family members may be sold into slavery</li> <li>arranged marriage</li> <li>grandparents (elders) considered most important family members</li> <li>ancestor worship was very important</li> <li>grandparents cared for children</li> <li>large close knit family groups</li> <li>families close knit and help to aid in family support</li> <li>grandparents run household i.e. are in charge</li> <li>each family has its own farming plot</li> <li>lived in ancestral home</li> <li>had private possessions</li> </ul>	<ul style="list-style-type: none"> <li>all family members equal &amp; important</li> <li>marriage by choice at about age 28</li> <li>children considered future of China i.e. highly prized</li> <li>ancestor respected but not worshipped</li> <li>grandparents or nursery care for children</li> <li>smaller loosely knit family groups</li> <li>families dispersed to aid in government</li> <li>party is in charge</li> <li>land is government owned</li> <li>live in commune houses</li> <li>most material goods commune owned</li> </ul>

\*\*\*\*\*

\* \* \*

### CHALLENGE

\* \* \*

CREATE A SITUATION FOR A CANADIAN FAMILY SIMILAR TO THE ONE IN "A LEAP FORWARD". AFTER EACH PERFORMANCE DISCUSS AS YOU DID FOR THE CHINESE FAMILY.

\*\*\*\*\*

A LEAP FORWARD

Narrator #1

Narrator #2

Reader 1 - Mother

Reader 5 - Yan

Reader 2 - Father

Reader 6 - Ju

Reader 3 - Grandmother

Reader 7 - Li

Reader 4 - Grandfather

Reader 8 - First Party Man

Reader 9 - Second Party Man

Narr 1      The Changs are a Chinese peasant family. They have lived in the Chingshan district of China for many generations. When Grandfather and Grandmother were younger, the Communist Party under Mao Zedong won control of China. The Communists took the land away from the landowners and divided it among the peasants.

Narr 2      Chairman Mao encouraged farmers to join their land into giant farms called communes. When these communes were formed many people had to leave their ancestral homes and move into housing units on the commune. Today is moving day for the Changs.

Reader 3      (pacing) Moving day. I will not move. I have lived all my life  
Grand-      in this place. My father lived here and his father before him,  
mother      and his father before that. I will not move. (Grandmother sits  
in rocking chair)

Reader 1      It is all right to say that she has to be ready by noon, but  
Mother      she is an old and honorable person and does not wish to be  
told what to do. (walks over beside Grandmother)

Reader 3      My daughter is right. I do not like being told what to do,  
Grand-      especially in this manner. I do not like young people in strange  
mother      uniforms coming into my home and giving orders. I have always  
had respect from my family as did my parents before me.

Reader 2      Yes, Mother, we understand. You have been held in high regard  
Father      in this family for many years. (Grandfather enters) You were  
always consulted if we wished to do things differently. And  
now, that has changed.

Reader 4      Sooner or later all things change.  
Grand-  
father

Reader 3      But change is not always good. In the past we talked over ideas  
Grand-      and made changes very slowly. Everyone understood the reasons  
mother      for change. Today, everything moves quickly and without thought.

Reader 1      Now, now, Mother, please come and have a cup of tea. Let us  
Mother      make this moving day a little easier for all of us.

Reader 3 I don't want any tea. I just want to be left alone.  
Grand-  
mother

Reader 4 Tea will not help. She will never change. (moves away and sits  
Grand- on floor; Father goes with him)  
father

Reader 2 But you have changed. How is it that you have changed and  
Father Grandmother has not?

Reader 4 She chooses not to remember the turmoil we have lived through.  
Grand- When I was a young man, I fought for Dr. Sun. I was wounded and  
father my father was killed. My brother was shot down by the Japanese  
and your sister was murdered before my eyes. Our home was burned.  
Several times the Nationalists and Communists fought across this  
land, stealing and plundering. I just want peace. Maybe now ...  
(the children who have been working in the vegetable garden  
interrupt Grandfather)

Reader 5 Mother, I am hungry.  
Yan

Reader 6 & Yes, Mother, please, so am I.  
7  
Li and Ju

Reader 1 Children, do not raise your voices. Your grandparents do not  
Mother like noise.

Reader 6 We're sorry, Mother, but we would like some rice and yams.  
Ju

Reader 7 And tea.  
Li

Reader 1 Take your places at the table. There is rice but nothing else.  
Mother

Reader 2 You are good children. You have worked hard in our vegetable  
Father garden and Yan has spent long hours in the rice field.

Reader 5 Thank you, Father. We know it is our duty to work for the  
Yan good of our country.

Reader 7 I can hardly eat. I am so excited about moving!  
Li

Reader 6 I am too. We will have a cement floor in our new home.  
Ju



- Reader 3      What is wrong with our old home? There have been happy times  
Grand-      on these dirt floors even when food was scarce. Remember the  
mother      Lunar celebration the year Li was three? Your father caught a  
             carp. We had a happy feast. Everyone came and paid their  
             respects to me.
- Reader 7      Oh, Grandmother, how can you want us to go back to those days?  
Li
- Reader 4      You must never speak to your Grandmother like that. Remember  
Grand-      she is old and wise.  
father
- Reader 7      I am sorry. I did not mean to be rude to Grandmother.  
Li
- Reader 2      Finish your meal. The party man will soon be here. (children  
Father      finish eating quickly)
- Reader 1      We are ready. I have packed everything.  
Mother
- Reader 2      It is good that we have the water buffalo to pack our belongings  
Father      on.
- Reader 1      With our few things, only one load will be required.  
Mother
- Reader 3      I do not want to go. Why can't they understand? I do not want  
Grand-      to go.  
mother
- Reader 2      I do understand how Grandmother feels. Changs have always  
Father      lived in this place. Life has been good here since the landlords  
             were taken away. We have had more rice and vegetables than ever  
             before.
- Reader 5      Surely, Father, you'll be happy to move to the commune and go  
Yan      to meetings after work to learn new things.
- Reader 6      I have been told that this is the greatest opportunity ever  
Ju      offered to the people of China. A chance to have food at all  
             times, and new clothes.
- Reader 7      For the first time in our lives, we will have a tap inside  
Li      and a tub to wash in.
- Reader 5      Imagine, a home with a new roof that doesn't leak.  
Yan



- Reader 6     And doing dishes inside.  
Ju
- Reader 3     Changes, changes, changes. After generations of working all  
Grand-     our lives for the landlord, we finally got our own plot of land.  
mother     Then we joined our land with our neighbors plot to form  
cooperative farms. Now we must give up everything for this new  
commune idea. Where will it end?
- Reader 1     Li and Ju, will you catch the ducks and get them ready to go.  
Mother
- Reader 6     Yes, Mother.  
Ju
- Reader 7     What about our fish in the rice paddy?  
Li
- Reader 2     We will have to leave the fish. They will become the property  
Father     of the commune.
- Reader 4     But think how carefully we have raised them - it isn't fair!  
Grand-  
father
- Reader 2     Things are changing. We must think of the good of the commune,  
Father     not just this family.
- Reader 7     I will get the vegetables.  
Li
- Reader 5     I will bring the water buffalo to the door.  
Yan
- Reader 1     Good. He knows you best and will be quiet. (pause) Come, Grand-  
Mother     mother, let me help you.
- Reader 3     I do not want to go. How can we leave this place? Our ancestors  
Grand-     are here. Even here we do not worship as closely together  
mother     as we did before the revolution. My place of honor has been  
lost.
- Reader 1     We still can, and we still do, honor you and Grandfather.  
Mother     Perhaps the move is not so bad. There will be a school for  
the children and I may be assigned to work in the nursery school.  
China needs all her workers.
- Reader 3     When I was young, I had six children to care for and never  
Grand-     left home.  
mother

Reader 1     We do not have such big families anymore and I like that -  
Mother       I like many of the new ways that the revolution has brought  
              to us.

Reader 3     Well, I do not.  
Grand-  
mother

Reader 1     Come, let us join the others. It is time to go.  
Mother

Reader 3     I am not going anywhere. I will stay here with the old and  
Grand-       useless things.  
mother

Narr 1       Mother tries to coax Grandmother into coming outside (pause)  
              but is unable to.

Narr 2       Finally she leaves her and joins the others. It is noon.  
              The two party men have arrived.

Reader 6     We have the ducks, Mother.  
Ju

Reader 7     And the vegetables.  
Li

Reader 4     I will take care of the pig.  
Grand-  
father

Reader 8     We are pleased to see that the Changs are anxious to go to the  
1st Party     commune. What a wonderful opportunity!  
Man

Reader 9     Everyone else in this area has already moved into their new  
2nd Party     quarters in the commune village.  
Man

Reader 8     They are enjoying the facilities so much that they held a  
1st Party     party rally to express their happiness.  
Man

Reader 9     Come, everyone. Time to begin your new life on the commune.  
2nd Party     Man

Reader 6     This will be great! I'll be able to go to school with my  
Ju            friends.

Reader 7     Go to school? I don't see anything great about that. I wonder  
Li             if Grandmother was right?

Reader 5     Wait! Grandmother is not here. (Yan returns to the house and  
Yan             finds Grandmother still sitting on her chair holding a picture  
                 of her ancestors)

Reader 5     Please, Grandmother, come with us.  
Yan

Reader 3     No. I do not want schools, water taps, cement floors, electric  
Grand-       lights, party meetings, and a radio blaring about new ways.  
mother

Reader 5     But we need you, Grandmother. We need you to take care of us  
Yan             when Mother is working. If you do not come, who will tell us  
                 of our ancestors and stories about the old ways?

Reader 3     The old ways? Stories? Do not stand there, grandson! Help me  
Grand-       up. Bring my chair. We must hurry. I wish to see things are  
mother         arranged properly in our new home.

Narr 1       The Great Leap Forward had begun for the Changs.  
&2

(Play adapted from "Leap Forward", China - Gary Birchall, p. 40-44)

## ACTIVITY 10 : GROWING RICE

INTENT : Students will investigate the intensive farming techniques necessary to grow crops on scarce land by studying the steps in growing rice.

TIME : 60 minutes

- MATERIALS :
1. poster of Situation: Year One, described below
  2. Fitzhenry and Whiteside pictures and workcards #4, 5, 6, 7, 8, 9, 11, 39 (1973) #1, 2, 3, 4, 5, 6, 7, (1982)
  3. China's Way
  4. Recommendations Form, Student Resource SR11

### SUGGESTED PROCEDURE :

1. Display the following situation for Year One on the bulletin board. Discuss and hypothesize tentative answers to the questions.

YEAR ONE	
	<p>The time is early spring. You have just arrived at the village. You will have been given rations of rice and vegetables which if eaten carefully will last until your first crops are harvested.</p>
	<p>You must decide what crops you are going to plant and where you will grow the crops. The commune committee is meeting to decide:</p>
	<ol style="list-style-type: none"><li>1) Who will work at getting the fields ready for planting?</li><li>2) What will you need to know about farming?</li><li>3) What tools or animals will you need to help?</li><li>4) How will you get water to your fields?</li></ol>



2. Gather data about the steps in growing rice from the Fitzhenry and Whiteside pictures and from China's Way, the front cover and page 1. This may be done as a large group teacher-directed lesson. Alternately, you may assign one or two pictures to small groups and have them report their findings to the whole class as suggested in #3.

Note to Teacher: The teacher's manual provides valuable background information. Read pages T16 to T21, T23 and T51.

3. Read The Ho Brigade, page 11 in China's Way, and list the duties of the commune committee. Set up a commune committee of 3-4 students for each commune in your classroom. Choose one representative from each picture-study group to report to the commune committee about the recommendations of their group. Use one recommendation form, Student Resource SR11 per group. The commune committee must come to a consensus, list their decisions on chart paper, and post them near the commune.

[illegible]

?

HOW TO  
RECOGNIZE PERSUASIVE TECHNIQUES

?

VIEW THINKABOUT VIDEOTAPE #43 "PERSUASIVE TECHNIQUES"

? THREE COMMON PERSUASIVE TECHNIQUES ARE : CARD ?  
STACKING, EMOTIONAL WORDS, EVERYBODY'S DOING IT.

EXPLORE HOW CHANGING THE HORIZONTAL OR VERTICAL AXES OF A GRAPH CHANGES THE MEANING OF THE GRAPH.

[illegible]

4. Appoint a brigade (or brigades) to carry out the recommendations of the commune committee. This may only involve planting rice fields but could also include digging canals or building dams to provide water, making tools or obtaining animals to help, etc. Add to your tabletop display as time and talents allow.

OUTCOMES :

To: Commune Committee Sung Yung Tung, Brigade Leader From: Sung Yung Tung & Tai Paing Sung Commune Members	
Recommendations :	Reasons :
1. <u>Seven</u> people will work on the fields: 3- large field 2 at 2 smaller fields	This will take a lot of people to do a good job.
2. <u>Three</u> people will research - how and where to plant rice - care of the crop - harvesting of the crop.	We need people to research so we know what to do.
3. <u>Three</u> people will create: water buffalos, donkey, scythe, sickle, thresher, wheel barrow, shovel, carts, hoe, drying racks	This is a lot of work but the tools & animals are small so three people should be enough.
4. <u>Three</u> people will research irrigation and build the canals and pump.	The people who are doing the irrigation need to know how to do it.



ADDITIONAL ACTIVITIES :

1. In their scrapbooks, have students write a paragraph persuading people to work hard and eat carefully so that the commune will be a success. They could use a graph or pictures to encourage people to do what they want.
2. Have students read page 13 in China's Way to find out what a tazibao is. Create your own "Tazibao" display in the classroom.

??

? ?

? HOW TO  
? ADD RICE FIELDS TO THE TABLETOP ?

? ?

? CUT SMALL RECTANGLES OF BLUE PAPER TO REPRESENT  
? THE RICE FIELD. PASTE LENGTHS OF GREEN YARN IN ?  
? PARALLEL ROWS TO REPRESENT THE RICE PLANTS. ?

??



\*\*\*\*\*

\* CHALLENGE \*

\* A TYPICAL DAY'S MEALS IN A PROSPEROUS COMMUNE:  
\* BREAKFAST - MAIZE BREAD; A VEGETABLE DISH OF BEANS,  
\* POTATOES AND TOMATOES FRIED IN OIL; TEA OR WATER;  
\* MILLET PORRIDGE.

\* LUNCH - FRIED CHILIES; SOUP OF VEGETABLE WATER;  
\* VEGETABLE DISH AS FOR BREAKFAST; STEAMED GOLDEN  
\* RICE; TEA.

\* SUPPER - MILLET PORRIDGE

\* MAKE A CHART WHICH COMPARES A TYPICAL DAY'S MEALS IN  
\* A COMMUNE WITH A TYPICAL DAY'S MEALS IN A HOME IN  
\* CANADA. USE A CHART OF CANADA'S FOOD RULES TO  
\* CHECK THE NUTRITIONAL BALANCE OF EACH.

\*\*\*\*\*

\*\*\*\*\*  
\*

\* CHALLENGE \*

\* READ "A NEW WORLD FOR WU LING", PAGES 2-9 IN  
\* CHINA'S WAY. ANSWER THE FOLLOWING QUESTIONS:

- \* 1. WHY WAS WU LING FEELING UNEASY AT THE BEGINNING  
\* OF HIS TRIP? \*
- \* 2. WHAT KINDS OF SECURITY DID HE FEEL HE WAS LEAVING  
\* BEHIND? \*
- \* 3. WHAT CHARACTERS IN THE STORY WERE MOST HELPFUL  
\* IN ALLOWING HIM TO REGAIN HIS FEELINGS OF  
\* SECURITY? HOW DID THEY DO THIS? \*
- \* 4. WHEN DID HE FINALLY FEEL SECURE AGAIN? WHAT  
\* EVENTS LED HIM TO REALIZE THIS? \*

\*\*\*\*\*



<p>TO: COMMUNE COMMITTEE</p> <p>FROM:</p>	
<p>RECOMMENDATIONS:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>REASONS:</p>

## ACTIVITY 11 : YEAR TWO ON THE COMMUNE

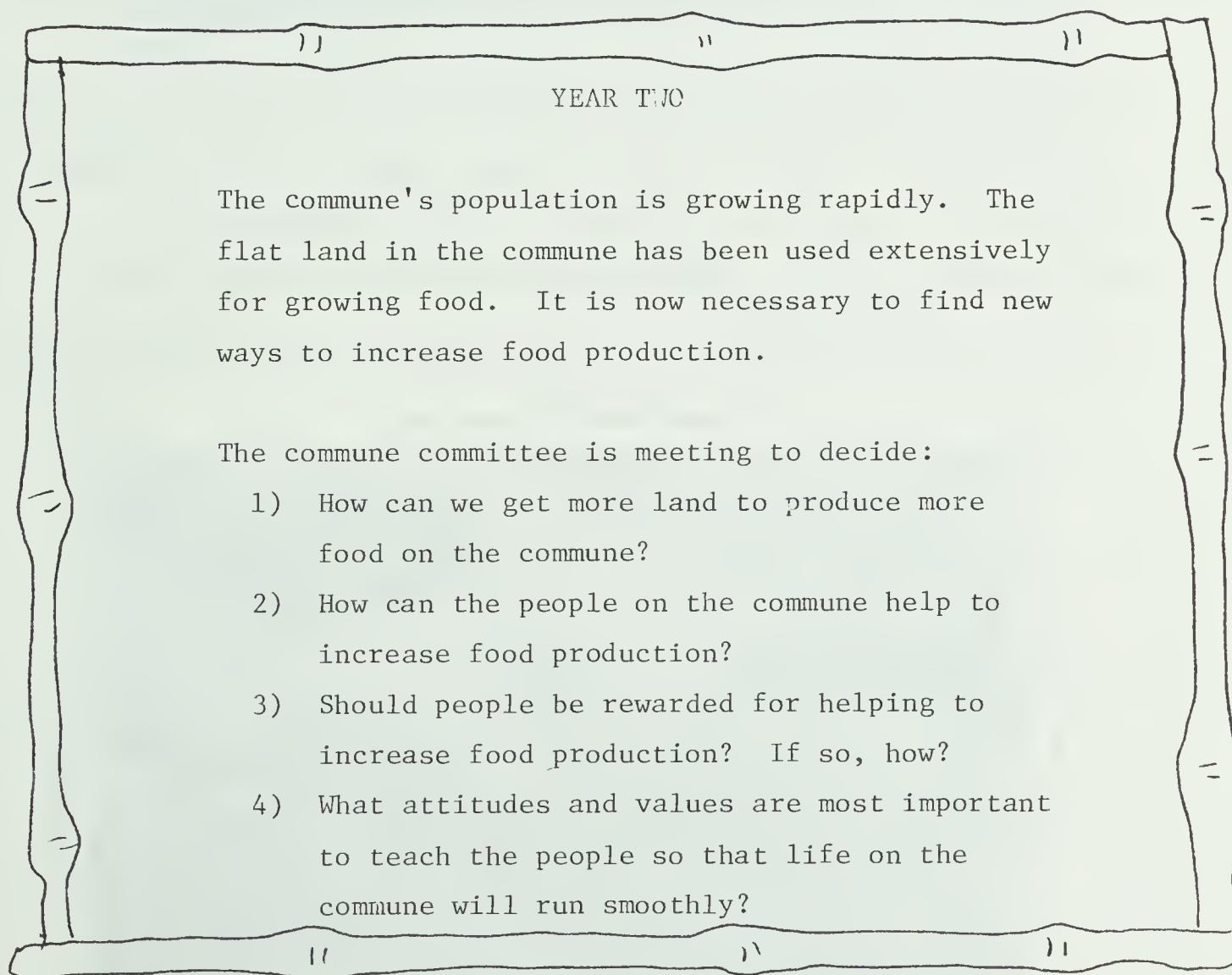
INTENT : Students will study terracing as a way of increasing food production on the commune.

TIME : 60 minutes

MATERIALS :  
1. poster of Situation: Year Two, described below  
2. Fitzhenry and Whiteside pictures and workcards #1, 2, 3, 40, (1973) #12, 13, 14, 15, (1982)

### SUGGESTED PROCEDURE :

1. Display the following situation for Year Two on the bulletin board.  
Discuss and hypothesize tentative answers to the questions.



2. Terracing of the hillsides is one way to increase food production. Divide the class into 4 groups to study the Fitzhenry and Whiteside pictures. Give each group one picture and one workcard to discuss. After 20 minutes, meet as a large group to discuss the advantages and disadvantages of terracing.
3. Discuss: Should we try terracing on our commune as a solution to question #1? If the answer is "Yes", assign a brigade to terrace the hillsides.

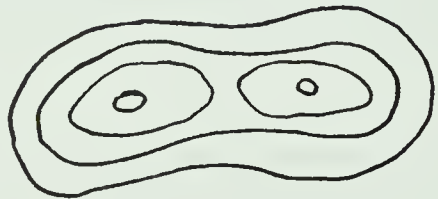
3. Discuss: Should we try terracing on our commune as a solution to question #1? If the answer is "Yes", assign a brigade to terrace the hillsides.

??

HOW TO  
TERRACE THE HILLSIDES ON THE TABLETOP

- ? CUT CARDBOARD IN PROGRESSIVELY SMALLER SHAPES AS IN ?  
THIS SET:

- ? LAMINATE THREE OR MORE PIECES OF CARDBOARD FOR EACH LEVEL. ?



- GLUE TOGETHER TO CREATE ONE HILL.  
 ? COVER THE HILL WITH TWO LAYERS OF PAPIER MACHE STRIPS?  
 (NEWSPAPER STRIPS DIPPED IN WALLPAPER PASTE). PINCH  
 ? AND MOLD THE PAPIER MACHE TO CREATE TERRACE WALLS. ?  
 LET DRY. PAINT. REPLACE THE ORIGINAL HILLS WITH  
 THESE TERRACED HILLS.

- ? COVER THE HILL WITH TWO LAYERS OF PAPIER MACHE STRIPS?  
(NEWSPAPER STRIPS DIPPED IN WALLPAPER PASTE). PINCH  
? AND MOLD THE PAPIER MACHE TO CREATE TERRACE WALLS. ?  
LET DRY. PAINT. REPLACE THE ORIGINAL HILLS WITH  
THESE TERRACED HILLS.

- ? AND MOLD THE PAPIER MACHE TO CREATE TERRACE WALLS. ?  
LET DRY. PAINT. REPLACE THE ORIGINAL HILLS WITH  
THESE TERRACED HILLS.

- LET DRY. PAINT. REPLACE THE ORIGINAL HILLS WITH THESE TERRACED HILLS.

[illegible]





## CHALLENGE

MOST PEOPLE IN CHINA EAT RICE AS A MAJOR PART OF THEIR DAILY INTAKE OF FOOD. TWO CROPS OF RICE CAN BE GROWN EACH YEAR. HOW COULD FARMERS AVOID HAVING THE LAND BECOME VERY POOR IN NUTRIENTS IF IT IS ALWAYS USED FOR GROWING CROPS? IF A COUNTRY HAS DIFFICULTY GROWING ENOUGH FOOD TO FEED ITS PEOPLE, WHAT HELP SHOULD BE GIVEN BY OTHER COUNTRIES? WRITE YOUR ANSWER IN YOUR SCRAPBOOK.



## ACTIVITY 12 : WORK ON THE COMMUNE

INTENT :               Students will understand that division of labour  
                            and cooperation among members of the commune help  
                            to increase food production.

TIME : 30 minutes

MATERIALS :

1. China's Way
2. China's Four Minute Physical Fitness Plan Student Resource SR 12

### SUGGESTED PROCEDURE :

1. Draw attention to questions #2, 3 in the situation for Year Two. Then, read and discuss pages 18, 19 in China's Way. Prepare a chart to summarize the information.

CHINA	
Family Member	Job

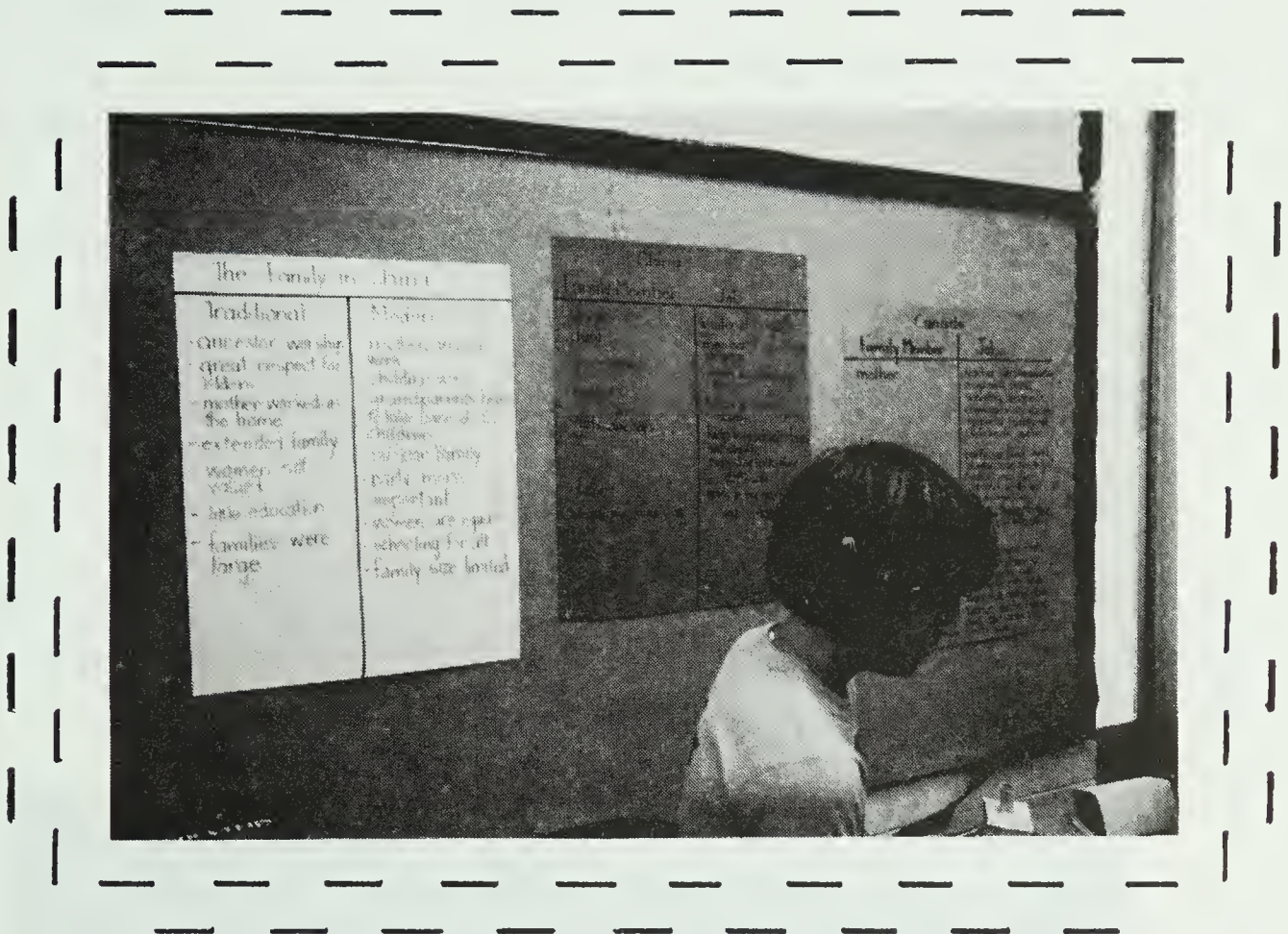
2. Prepare a second chart to compare this situation to life in Canada.

CANADA	
Family Member	Job

3. Discuss in small groups:

Your family has earned 100 work points for doing extra work on the commune over the past year. Do you think it is fair to give a bonus to people who work hard? Are there any ways that this system might turn out to be unfair to some people? How could you make this a fair system? Who should decide how many work points are awarded for each task? Should there be any restrictions on how these points are saved or spent?

OUTCOME :



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## CHALLENGE

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LEARN THE EXERCISES IN CHINA'S FOUR MINUTE  
PHYSICAL FOUR FITNESS PLAN. TEACH IT TO  
YOUR CLASSMATES SO THAT YOU MAY BEGIN EACH  
CLASS BY PARTICIPATING IN CHINA'S FOUR MINUTE  
PHYSICAL FITNESS PLAN, STUDENT RESOURCE SR12.

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CHINA'S FOUR MINUTE PHYSICAL FITNESS PLAN

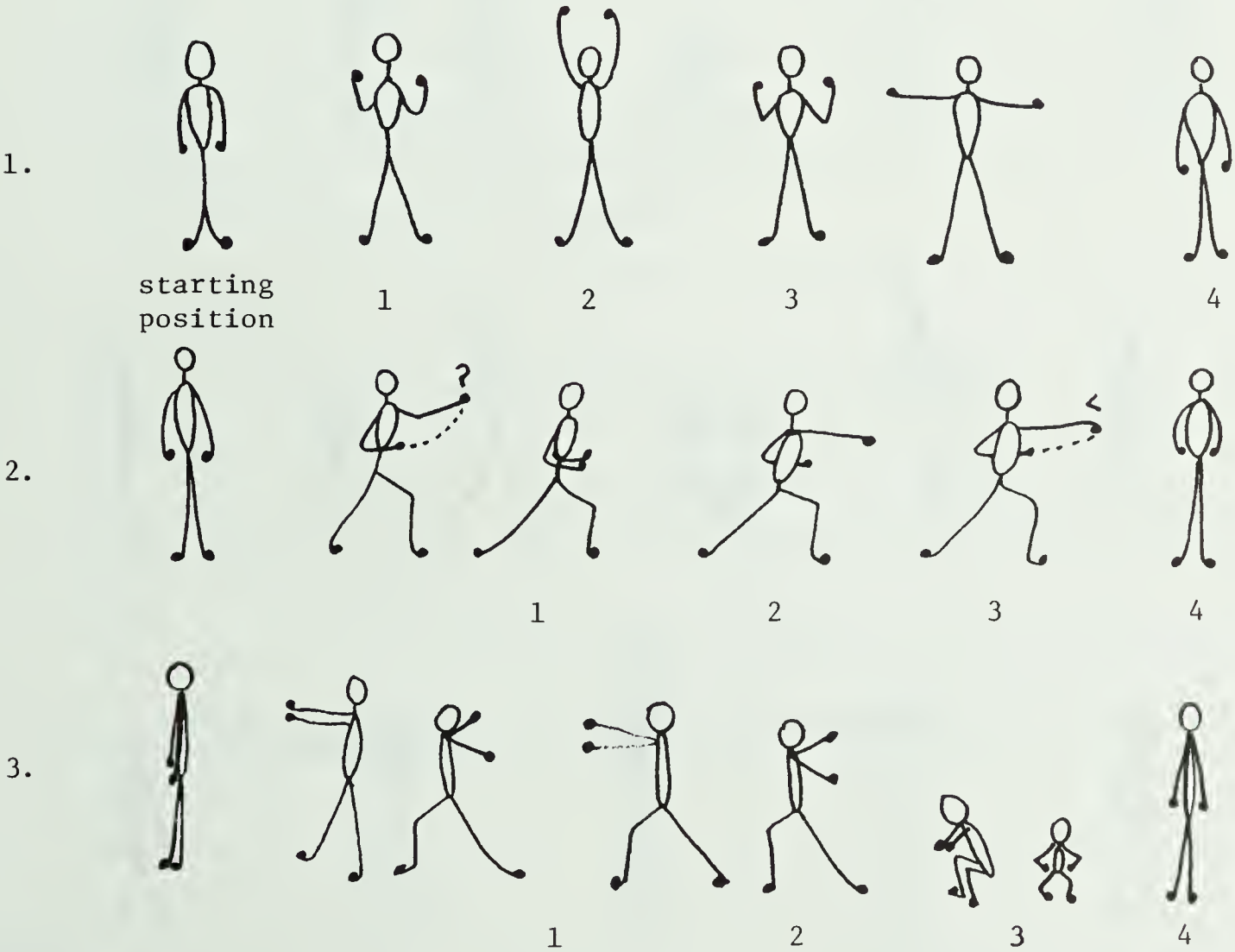
The eight exercises require a total time of 4 minutes.

All exercises except #4 begin on the left foot.

Exercises 1 through 7 are performed 4 times each; exercise 8 is performed twice.

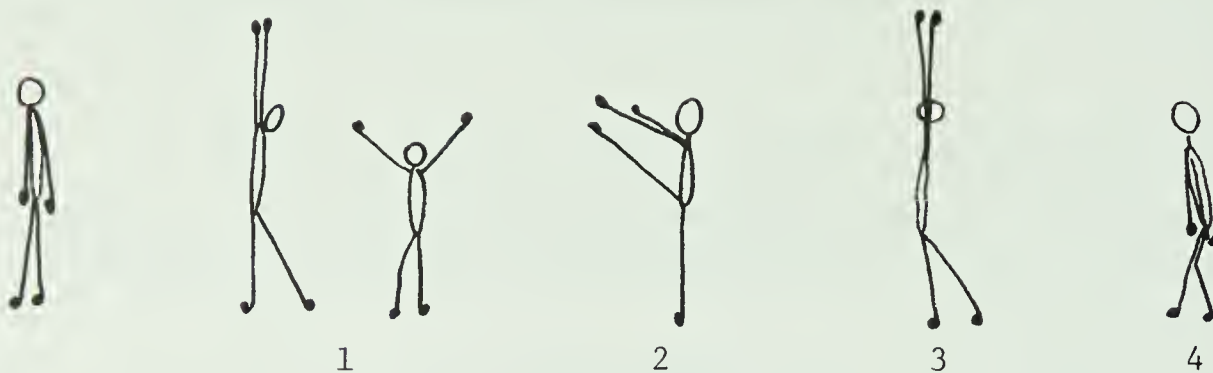
The exercises begin and end with 32 running steps in place.

(Fitness Plan from The Peoples Republic of China by Sally Ann Shear.)

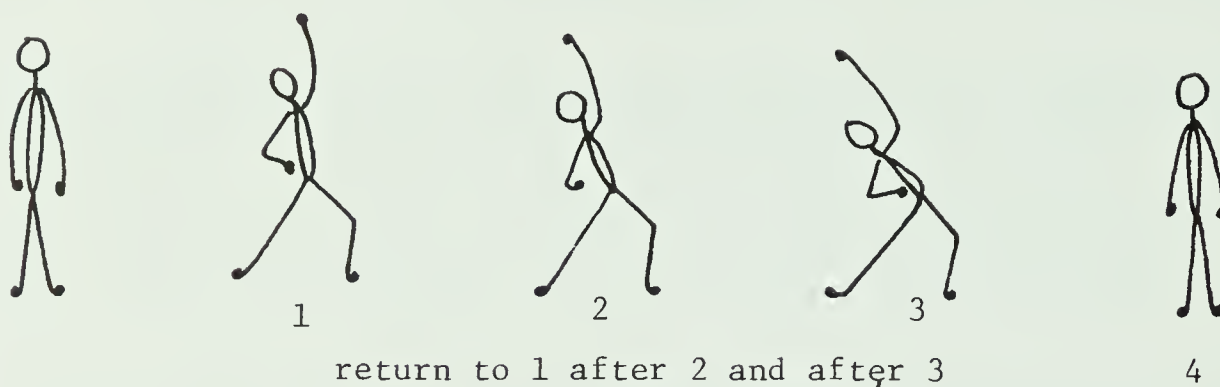




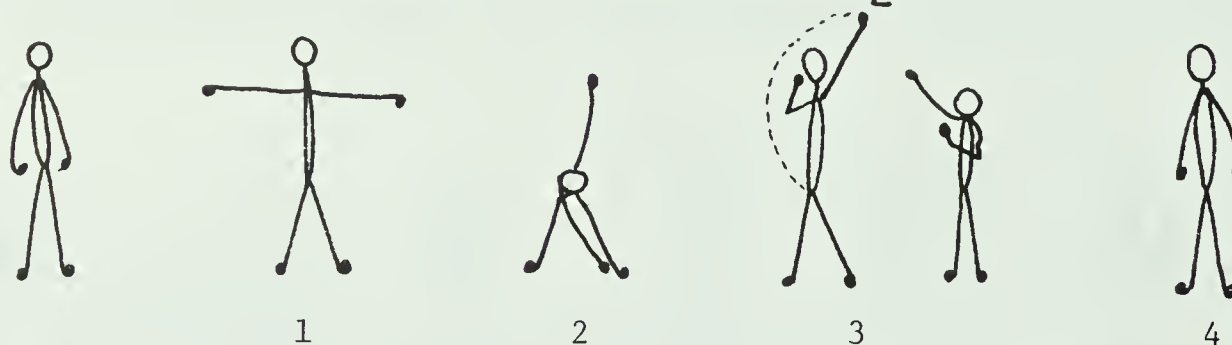
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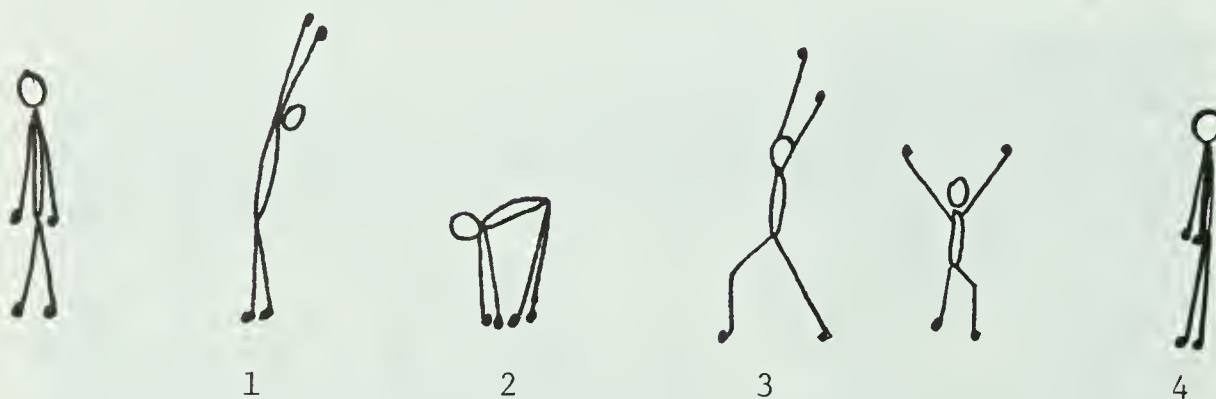
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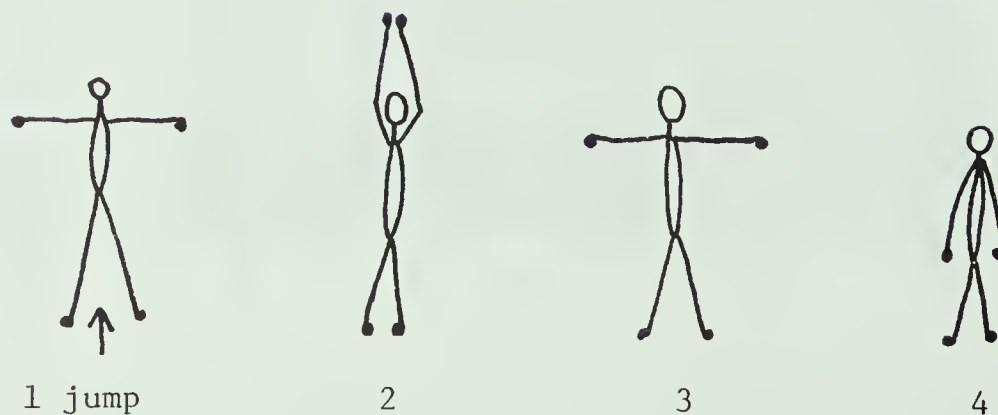
6.



7.



8.



#8 is done  
twice

## ACTIVITY 13 : BROKEN SQUARES GAME

INTENT : Students will gain an understanding of cooperation as it is understood in China.

TIME : 30 minutes (OPTIONAL)

MATERIALS : 1. Broken Squares Puzzles, six sets, Kanatakit 5A

### SUGGESTED PROCEDURE :

1. List the students' ideas in response to question #4 in the situation for Year Two: "What attitudes and values are most important to teach the people so that life on the commune will run smoothly?" 'Cooperation' should appear on the list. Tell the students that they are going to play a game that shows how important cooperation is when a group of people are trying to accomplish something.
2. Divide the class into 6 groups. Give each group one Broken Square Puzzle. Tell the students that the object of the game is to complete the puzzle without communicating with one another in any way. Read the instructions on the envelopes.

#### RULES:

1. Group members may not speak with one another.
2. Group members may not signal or gesture to one another.
3. Group members may not exchange notes with one another.
4. Group members may give one another puzzle pieces to solve the puzzle.

3. Allow about 10 minutes for the students to complete the puzzle.

4. Discuss:

- How did you feel when someone in the group kept a piece of the puzzle and did not see the solution you saw?
- What was your reaction when someone finished his/her square but did not check to see whether the solution prevented others from finishing theirs?
- Did you have to break up a finished square and give away a piece? How did you feel?
- How did you feel about the person who was slow at seeing a solution? If you were that person, how did you feel?
- Did your behaviour help or hinder the solution of the problem?
- Would you behave differently next time? Why? Why not?
- Which do you prefer, competition or cooperation? Why?

(From Kanatakit 5A, pages 21, 22)

5. Discuss: Why is cooperation important to life on the commune?

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\*CHALLENGE\*

\*INTERVIEW A PHYSICAL EDUCATION TEACHER OR COACH. WHICH IS MORE IMPORTANT IN YOUR PROGRAM -- COOPERATION OR COMPETITION? WHY?\*

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## ACTIVITY 14 : FRIENDSHIP FIRST, COMPETITION SECOND

INTENT : Students will understand the philosophy of friendship first, competition second.

TIME : 45 minutes

MATERIALS :  
1. Keep the Game Going, one copy per student, SR13  
2. China's Way  
3. two copies per student of Opinion Poll, Student Research SR14, and overhead transparency of Opinion Poll TR8

### SUGGESTED PROCEDURE :

1. Display the slogan "Friendship First, Competition Second" and ask the students to comment on its meaning. Read the story, "Keep the Game Going" Student Resource SR13. Discuss the story in relation to the slogan.
2. Review the purpose of conducting opinion polls by reading China's Way, page 32.  
Note to Teacher: View Thinkabout videotape #48, "Point of View". Use follow-up ideas from the teacher's guide.
3. Give two copies of the opinion poll, Student Resource SR14 to each student to complete. "First answer the poll as you feel, then answer it as Yin would feel."
4. Complete one overhead transparency TR8 of the opinion poll to represent the majority view of the students. Arrive at this by a show of hands. Complete the second poll by discussing how Yin would have answered it. Compare the results of the two polls. Speculate on the differences between the two.



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? HOW TO ?

? PRACTICE PING-PONG LIKE A CHINESE CHILD ?

? YOU WILL NEED PING-PONG BALLS ATTACHED TO PADDLES ?  
? BY A STRING. THE CHILDREN BEGIN TAPPING THE BALL ?  
? LIGHTLY. THEY MUST LEARN TWO THINGS: NEVER TAKE ?  
? YOUR EYE OFF THE BALL, AND ALWAYS PRACTICE IN A ?  
? DEFINITE RHYTHM: 1-2, 1-2, 1-2. THIS CAN BE DONE ?  
? TO MUSIC WITH AN APPROPRIATE BEAT. ?

??

??

? HOW TO ?

? PLAY TUG-OF-WAR COOPERATIVELY ?

? THE CHINESE CHILDREN BEGIN THE GAME AS WE DO BUT ?  
? ADD A DIMENSION OF COOPERATION. WHEN ONE SIDE IS ?  
? WINNING, THE CHILD AT THE END OF THE WINNING SIDE ?  
? RUNS OVER TO THE OTHER SIDE TO HELP THEM. THIS ?  
? "HELPING" IS CONTINUED UNTIL THE GAME IS OVER. ?  
? USUALLY, THERE IS NO "WINNING TEAM". THE POINT ?  
? OF THE GAME IS FOR ALL CHILDREN TO PARTICIPATE ?  
? AND DO THEIR BEST. ?

??



OUTCOME :

Friendship  
First,

I LIKE  
YOU.

I  
WON!

I  
LOST.

I LIKE  
YOU  
TOO!

Competition  
Second

By Lee-Ann



\*\*\*\*\*

\* CHALLENGE \*

\* \*

\* CHINA HAS ENTERED COMPETITIVE SPORTS ON A \*  
\* WORLD-WIDE BASIS. HOW COULD THIS AFFECT \*  
\* THEIR BELIEF IN "FRIENDSHIP FIRST, COMPETITION \*  
\* SECOND"? PREPARE YOUR IDEAS IN A GOOD \*  
\* PARAGRAPH, AND PRESENT THEM TO THE CLASS. \*

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\* \*

\* CHALLENGE \*

\* DESCRIBE A FOOTBALL GAME (OR HOCKEY GAME) FROM \*  
\* YIN'S POINT OF VIEW. PASTE IT IN YOUR SCRAP- \*  
\* BOOK. \*

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\* \*

\* CHALLENGE \*

\* \*

\* WRITE NEW DIRECTIONS FOR PLAYING A COMPETITIVE \*  
\* GAME COOPERATIVELY. DISPLAY IT ON THE TAZIBAO. \*

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## KEEP THE GAME GOING

How can you get in trouble for being good at something? That was Yin Chao's problem, and he was getting tired of it. Day after day it was the same old story. He would start the day determined to do things right, but sooner or later he would show his strength or his skill and he'd be in trouble all over again.

"Yin Chao is a goat," the other kids would say. "He can't do anything right."

On this particular day, Yin was more determined than ever. He had made up his mind. He would prove to everyone, including himself, that he could be like everyone else in the Eastern Star Commune School. The night before he had read some familiar passages written by China's great leader, Chairman Mao Zedong. "The purpose of sports," Mao had said, "is to strengthen group awareness and mutual aid." Yin would prove that he understood and could contribute like everyone else.

He set off for school with his friend, Li Hsung. They walked briskly down the center of the dusty road. The lead gray sky began brightening to blue as the eastern horizon glowed with the approaching sun. Through the cool, still air they could hear a far-off tractor and then another as field workers took advantage of the first light of day.

"Well, what kind of trouble will you get into today?" Li chided. "Going to run a four-minute mile? Or is today the day for mastery in basketball?" Yin set his mouth firmly, his eyes staring straight ahead. "Don't joke. I'm trying and some day the commune will be proud of me."

"You are serious today, aren't you?" Li said. He walked in silence for a minute and then said, "You're right, you know. In a few years, you will be on all the school teams. And I believe that in basketball at least, you will become a member of a national team."



Yin could not hold back a smile of pleasure. Of all his dreams, the most constant and important was just what Li had said -- to be chosen for a national basketball team. He knew that even though he was skilled at everything he tried, he was best at basketball. Even more, the game was fast and exciting. He didn't say those things to Li, though. Instead he said simply, "We will have to see what happens. I would like to be on the school team."

"You will be and you know it. Then you won't have to take physical education classes with the rest of us. And you won't get hollered at any more."

Yin nodded grimly. "The hollering will stop before I get to upper school. From now on I'm going to be like everyone else."

They reached the school building, joining the others who were moving into the yard, and Yin set to work to make this the first day of the new Yin Chao. From the loudspeaker perched on the corner of the roof, the morning music started to blare. The students scurried to get into lines, facing the instructor. This was the first test of the day for Yin -- tsao ts'ao, the early morning exercises. Often, this would be the first occasion of the day when the instructor would single him out. "Yin, you are doing the exercise too fast," he would say. "This is not a contest. Listen to the music and stay with the rest of us." Then everyone would snicker and the day would be like so many others. But today he managed to stay with the others and the period ended with no such incidents.

Then, early in the afternoon, came physical education class. When the instructor announced that the first game would be tug-of-war, Yin's heart sank. He loved tug-of-war. And he always tried to play it right but then he would get carried away, use that extra ounce of strength, and ruin everything.

The two teams lined up. Yin was put in the anchor position. Behind each team a bottle was placed on the ground. If one team pulled harder than the other, the anchor person would edge closer to the bottle. Once he or she reached down and picked up the bottle, the game was over. But in China, there are special rules for the game. The purpose is not to win as fast as you can, but to keep the game going as long as possible. One team would get very close, and the anchor person would reach down, fingers stretching for the bottle. Then they would ease up ever so slightly to give the other team a chance. The balance would swing the other way, and the other team would come within inches of winning.

The students loved the game and the continuing excitement of keeping it going as long as possible. That's why they always ended up getting angry at Yin Chao. He was not only more skilled than anyone in the school in any sport you could name, but he was fast and he was strong. In the tug-of-war, Yin could not resist using his strength. He would try to hold back, but there was always the urge inside him. He would give that extra tug, feel the other team yield, and the game would be over.

"Yin, you're a goat," they'd say. "Why can't you ever do things right?" Yin took his position and gripped the rope. The player in front of him turned and said sarcastically, "See if you can't keep the game going for at least 30 seconds today, Yin."

The instructor gave the signal and the rope jumped tight. Right away Yin could tell the other team was no match for his. Almost immediately he was in position to free his hand and reach down for the bottle.

He reached. But he didn't pull that extra bit. Slowly the opposing team gained some momentum. They inched in the other direction. When the opposite anchor was reached, Yin didn't give them a chance either to end the game or ease up. He pulled strongly and felt everything shifting his way. He

discovered he could actually control the game with his strength. The game went back and forth, longer and longer. But Yin kept it from ending. No one could sense that he was actually responsible for keeping it going. As far as everyone else was concerned, it just happened to be the longest, most exciting contest they had ever had.

When it finally ended, with the other team winning, everyone collapsed to the ground, laughing and congratulating each other. Yin remained standing, feeling the pleasant ache in his arms and legs. He was pleased with his success. The instructor came up to him and, speaking softly so the others couldn't hear, said, "Today you became a true member of the school. Someday you will be a great athlete."

The words of praise meant as much to Yin as if he had just been named to a national team.

(Adapted from People's Republic of China, Pages for Duplication)

OPINION POLL

Friendship First, Competition Second

1. Yin Chao was a goat because he showed his strength and skill in physical activity.

2. "The purpose of sports is to strengthen group awareness and mutual aid."

3. Yin should not do the exercises too fast. He should stay with the rest of the class.

4. The purpose of the game of tug-of-war is to keep the game going for as long as possible.

5. When Yin reached down, he should have picked up the bottle.

6. Yin was right to control the tug-of-war game with his strength so that it was one of the longest and most exciting games ever.

7. The instructor congratulated Yin even though the other team won. Yin was a hero.

8. Boxing or other sports that require bodily contact should be encouraged.

9. Students who are very good at sports should go to a special school and compete in world-wide competitions.

10. It feels good to do really well, even if you don't get a prize.

agree	disagree	undecided



OPINION POLL

FRIENDSHIP FIRST, COMPETITION SECOND

- 1. YIN CHAO WAS A GOAT BECAUSE HE SHOWED HIS STRENGTH AND SKILL IN PHYSICAL ACTIVITY.
- 2. "THE PURPOSE OF SPORTS IS TO STRENGTHEN GROUP AWARE-NESS AND MUTUAL AID".
- 3. YIN SHOULD NOT DO THE EXERCISES TOO FAST. HE SHOULD STAY WITH THE REST OF THE CLASS.
- 4. THE PURPOSE OF THE GAME OF TUG-OF-WAR IS TO KEEP THE GAME GOING FOR AS LONG AS POSSIBLE.
- 5. WHEN YIN REACHED DOWN, HE SHOULD HAVE PICKED UP THE BOTTLE.
- 6. YIN WAS RIGHT TO CONTROL THE TUG-OF-WAR GAME WITH HIS STRENGTH SO THAT IT WAS ONE OF THE LONGEST AND MOST EXCITING GAMES EVER.
- 7. THE INSTRUCTOR CONGRATULATED YIN EVEN THOUGH THE OTHER TEAM WON. YIN WAS A HERO.
- 8. BOXING OR OTHER SPORTS THAT REQUIRE BODILY CONTACT SHOULD BE ENCOURAGED.
- 9. STUDENTS WHO ARE VERY GOOD AT SPORTS SHOULD GO TO A SPECIAL SCHOOL AND COMPETE IN WORLD-WIDE COMPETITIONS.
- 10. IT FEELS GOOD TO DO REALLY WELL, EVEN IF YOU DON'T GET A PRIZE.

AGREE	DIS- AGREE	UN- DECIDED

## ACTIVITY 15 : YEAR THREE ON THE COMMUNE

INTENT : Students will gather data and make decisions about ways of making a commune more self-sufficient.

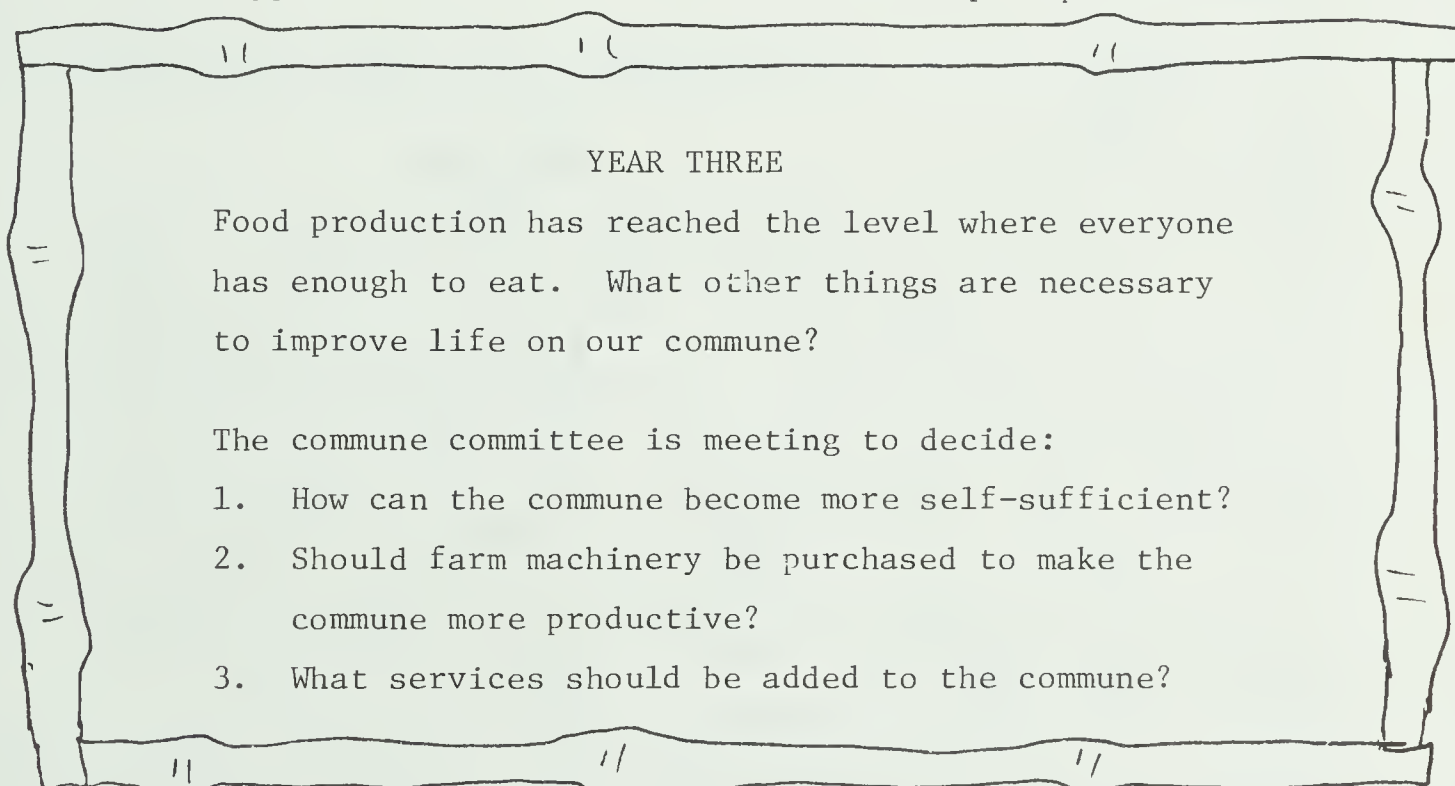
TIME : 60 minutes

MATERIALS :

1. poster of Situation: Year Three, as below
2. China's Way and/or
3. Fitzhenry and Whiteside pictures and workcards #12, 13, 37, (1973) #10, 16, 17, 18, (1982)
4. filmstrip, What is a Commune?
5. recommendations form, Student Resource SR15

### SUGGESTED PROCEDURE:

1. Display the following situation for Year Three on the bulletin board. Discuss and hypothesize tentative answers to the questions.



2. Do one or more of the following:
  - a) Read and discuss pages 24, 25 in China's Way. How did this commune increase production, and therefore, become more self-sufficient?
  - b) Divide the students into three groups, each to study one of the Fitzhenry and Whiteside pictures. Each group should prepare a verbal report based on what they have learned and present it to the rest of the class.

c) View the filmstrip What is a Commune? again. Make a list of all the ways a commune can become more self-sufficient.

3. Divide the class into small groups to prepare recommendations to present to the commune committee, addressing question #1: "How can the commune become more self-sufficient?" Each group should complete one recommendation form, Student Resource SR15.
4. The commune committee may choose to implement only three recommendations. Ask them to justify their choices in their report to the members of the commune. Post the report on the tazibao.
5. Assign students to brigades to make suitable additions to the tabletop.

#### OUTCOMES:

<b>TO : Commune</b> <b>FROM : Commune Committee</b>	
<b>Recommendations :</b> <b>1.</b> By having a fish & duck pond, machinery reservoir, hospital.	<b>Reasons :</b> Because the fish and duck pond and machinery increases food production Hospital cures sick people
<b>2.</b> Yes, the commune committee decided to use machinery for the fields.	The machines we've bought will increase our food production.
<b>3.</b> The commune committee has decided to add these services: recreation centre, hospital, school, nursery, etc.	The reason we have added these services is because the people of this commune
<b>4.</b> factory, fish & duck pond reservoir.	have worked very hard in the last two years. We feel these services are needed.





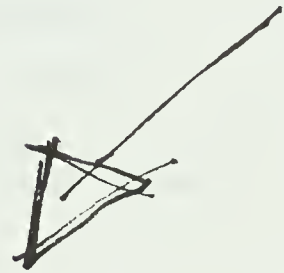
By: Michelle  
Duxbury

age 11  
grade 6

and  
Nancy Brisske  
age 11  
grade 6.

North block

## Making a Pond.



We got the idea of making a pond for the fish. We took light blue construction paper and tissue paper. We cut out the shape of the pond on both sheets. We took the tissue paper and crumpled it up. We straightened it out and glued it on top of the construction paper. Then we cut out small fish and glued them on top of the pond. Then we glued the whole thing to the table.



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\* \* \*

## CHALLENGE

\* \* \*

\* THERE IS A NEED FOR PEOPLE TO LEARN MORE ABOUT \*  
NEW AND DIFFERENT METHODS OF FARMING. HOW COULD \*  
\* YOU REACH THESE FARMERS ALL OVER CHINA TO LET \*  
THEM KNOW ABOUT THE NEW WAYS TO FARM? DESIGN A \*  
\* STRATEGY TO EDUCATE MANY PEOPLE ABOUT BETTER \*  
\* FARMING TECHNIQUES. POST IT ON THE TAZIBAO. \*

\*\*\*\*\*

<p>To: COMMUNE COMMITTEE</p> <p>FROM:</p>	
<p>RECOMMENDATIONS:</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p>	<p>REASONS:</p>

## ACTIVITY 16 : FARM MACHINERY FOR THE COMMUNE

INTENT : Students will debate and dramatize the advantages and disadvantages of buying machinery to make the commune more productive.

TIME : 30 minutes

MATERIALS : 1. 9 sheets of large primary lined newsprint divided into two vertical columns and labelled:

ADVANTAGES

DISADVANTAGES



2. 9 colored felt markers

3. Fitzhenry and Whiteside picture #35 (1973) #4, 8, (1982)

### SUGGESTED PROCEDURE :

1. Divide the students into 8 groups. Give each group 1 sheet of lined paper and one marker. Instruct them to choose a secretary from within each group and list as many advantages and disadvantages as possible for "The Use of Machinery on the Commune." Give them 4 minutes.
2. Have the groups share their ideas. List the common advantages and disadvantages on the 9th sheet.
3. a) Have the students decide whether or not the use of machinery would be desirable to increase production on the commune.  
b) List their names under "YES", "NO", and "UNDECIDED" on the blackboard or overhead projector.

Note to Teacher: A debate or organized argument between two teams is governed by the following rules:

- Each team has two or three members.
- The question for debate is stated, "Resolve: That .."
- The debate begins with the first affirmative debater. A timekeeper allows affirmative and negative speakers three minutes each.
- Rebuttal speakers are given two minutes each.
- The class judges the speakers and votes to determine the winner.

- c) From these lists make 2 groups of 4 people in each group, from the "YES" respondents. Do the same for the "NO" respondents. Have the two groups set up two separate debates on the issue.

Y	Y	Y	Y
N	N	N	N

Y	Y	Y	Y
N	N	N	N


- d) From these same lists choose the remaining students from the "YES" group and "NO" group to dramatize a situation that would convince someone that machines would be advantageous or that they would be disadvantageous.
- e) Have the students in the "undecided" group study the Fitzhenry and Whiteside picture #35. Ask them to brainstorm for ideas for designing and building simple machines on the commune.
4. If there is time, you may wish to have the students listen to each other's debates, watch the role-playing and hear from the "undecided" group.
5. The decision of the commune committee on whether or not to purchase farm equipment should be posted on the tazibao. Machinery may be added to the tabletop display by a work brigade.

OUTCOME :

Dianne Durnett  
Grade 6  
Age 12  
Scool University Elementary  
Room North

You need  
3 one cm. cubed blocks  
glue  
4 paper circles  
plasticene  
cotton

Directions

Take 3 1 cm cubed blocks. Put two on bottom one on top. Glue in these areas . Wait 5 to 10 minutes for it to dry. Cut out small circles for wheels and glue on. Now make a snake of stick out of plasticene. Take a small bit of cotton for smoke





??  
? ?

? HOW TO ?  
? EXPRESS YOUR POINT OF VIEW ?  
?

? VIEW THINKABOUT VIDEOTAPE #53, "MAKING YOUR POINT". ?  
? DISCUSS AS SUGGESTED IN THE TEACHER'S GUIDE PAGES ?  
? 74, 75. ?

??

\*\*\*\*\*

\* CHALLENGE \*

\* YOU HAVE PRODUCED GOOD CROPS OF RICE. YOUR PEOPLE \*  
\* HAVE BEEN EATING WELL. THE GOVERNMENT HAS ORDERED \*  
\* YOU TO GIVE MORE OF YOUR RICE CROP TO THEM SO THAT \*  
\* OTHER PEOPLE IN CHINA MAY HAVE RICE. YOU WILL NOT \*  
\* BE LEFT WITH A LOT OF RICE TO EAT OR SELL. WOULD \*  
\* YOU FIND THIS ACCEPTABLE AS A SUPPORTER OF THE \*  
\* COMMUNIST SYSTEM? WHAT IS THE GOVERNMENT DOING \*  
\* WHEN IT ASKS YOUR COMMUNE FOR LARGER AMOUNTS OF \*  
\* RICE TO BE DELIVERED TO THE STATE WAREHOUSE? \*  
\* SHOULD YOU REDUCE WHAT YOU EAT SO THAT OTHERS WILL \*  
\* HAVE RICE TOO? SHOULD YOU EAT LESS RICE ON THE \*  
\* COMMUNE AND TRY TO SELL THE LITTLE EXTRA TO BUY \*  
\* THINGS NEEDED ON THE COMMUNE? IS IT MORE IMPORTANT \*  
\* TO HAVE THE LITTLE EXTRA RICE TO EAT THAN TO BUY \*  
\* EQUIPMENT? WRITE A SLOGAN TO SHOW YOUR ANSWERS. \*  
\* POST IT ON THE TAZIBAO. \*

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## ACTIVITY 17 : EDUCATION

INTENT : Students will gain an understanding of the educational methods, materials and customs in China.

TIME : 60 minutes

MATERIALS : 1. filmstrip, Education in China (filmstrip script on following pages)  
2. Writing Chinese Characters, Student Resource SR16  
3. Education in China-Motto, Student Resource SR17  
4. Abacus, Student Resource SR18  
5. fabric, embroidery cotton, paints, diorama materials, paper

### SUGGESTED PROCEDURE :

1. View and discuss the filmstrip Education in China.
2. The students should vote by a show of hands to see if their commune needs a school. If the answer is "Yes", the commune committee must choose a location and assign a brigade to construct it (or renovate an old building).
3. The students should choose one of the following activities. Most are designed for small groups of 3 or 4. The activities will be their "schooltime" on the commune.
  - a) Write Chinese characters, Student Resource SR16 on large sheets of paper. Be prepared to teach it to others.
  - b) Transfer the Chinese motto, Student Resource SR17 to cotton and embroider it with simple stitches.
  - c) Create a lesson plan for a short math lesson, Chinese-style. Teach it. The lesson plan might include:
    - What I will teach
    - How I will teach it
    - Materials students will need
    - Special procedures students must follow

- d) Make a diorama to show a typical Chinese classroom.
- e) Paint a watercolor. Display it clothesline-style.
- f) Create a ballet/dance to show some aspect of Chinese life on the commune.
- g) Write a story about some aspect of Chinese life and be prepared to read it aloud.
- h) Prepare a lesson plan on teaching the abacus. Refer to student information sheet SR18.

<u>FRAME #</u>	<u>SCRIPT</u>
1.	Education in China. What are Chinese schools like? Do these students do the same sorts of things as Canadian students?
2.	In some ways, Chinese schools <u>are</u> the same as ours. Children aged 5 to 6 attend kindergarten just as Canadian children do.
3.	Primary schools are for students ages 7 to 12. When children finish Primary school,
4.	they will go to Middle school until they are 17, and then,
5.	on to Upper Middle school.
6.	Some Chinese students are fortunate enough to go to University if they are very capable and work hard. They are often told what they will study. University libraries like this one have few books and very little audiovisual equipment such as television, tape recorders, or computers.
7.	Chinese children usually spend more time in school than do Canadian students. Pupils on this commune go to school from 8:00 a.m. to 4:00 p.m., five days a week, and from 8:00 a.m. to noon on Saturday. However, if there isn't enough space in the school, children only attend part time.
8.	Chinese study all the same subjects as we do as well as politics--all in Chinese, of course. In the fourth Grade, Chinese children begin to learn either Russian or English. Most classes have about 40 students in them. Notice the double desks. This is in keeping with China's belief, "Friendship First and Competition Second".
9.	These students are learning Origami, a form of paper folding. Students are careful to clean up all their scrap paper because in China, school children act as their own caretakers, and clean their classrooms.
10.	Children's art is displayed on the school wall or on a clothes line in the classroom. Chinese students are taught to observe carefully, and to be sure of scale, detail and size in what they are drawing.
11.	Physical Education is considered very important in China. Chinese children are often quite agile and very good at sports.
12.	Dance, too, is considered important. Dance, ballet and music are used to tell stories about China.



13. Like Canadian children, Chinese students go on field trips. These children are visiting the Summer Palace in the city of Bejung.
14. An important part of each school day is "work experience". Like some Canadian high school students, Chinese children help adults with their work. These boys are assembling electronic parts for a radio factory. They may do other jobs as well, such as wrapping the paper around crayons.
15. Here the girls are doing embroidery work to be sold to earn money for the school.
16. Chinese pupils have recess, too. Like Canadian Elementary students, they spend 5 hours in classes. The rest of the school day is for lunch, recess, exercising, eye exercises, and the activities of the Young Pioneers.
17. The students with red scarves around their necks are called Young Pioneers. They have received the scarves from the Communist Party for being young leaders. The children wearing badges on their arms are officers in the Young Pioneers.
18. These Young Pioneers are putting on a play to show that acupuncture is nothing to be afraid of.
19. Chinese children are expected to be very well behaved. They are very soft-spoken except when they answer a question. Then, they speak very loudly and clearly. To show that they are paying attention during the lesson, they may be asked to hold their hands behind their backs.
20. In China, a number of special schools have been set up, such as this one for children who are musically talented. There are also special schools for children who are talented in gymnastics, ballet or dance, as well as schools for blind and deaf students.
21. Whether it is studying in class, doing Physical Education, or taking part in work experience, it is a long, hard day for a Chinese student.

OUTCOME :



Mark Lampard  
Age 11 Grade 6  
University  
Elementary School

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\* \*

\* CHALLENGE \*

\* "WE WILL SERVE ANYWHERE CHINA NEEDS US AND DO THE \*  
WORK THAT IS BEST FOR OUR COUNTRY."

\* WHAT DO YOU WANT TO BE WHEN YOU GROW UP? WHERE \*  
\* WOULD YOU LIKE TO LIVE? HOW WOULD YOU FEEL IF YOU \*  
WERE TOLD YOU HAD TO DO SOMETHING ELSE AND THAT \*  
\* YOU MUST LIVE IN A CERTAIN PLACE IN CANADA? DO \*  
YOU AGREE WITH THIS SORT OF SYSTEM? FOR CHINA? \*  
\* FOR CANADA? WRITE A PARAGRAPH TELLING HOW YOU \*  
\* FEEL. \*

\*\*\*\*\*

竹

TREE

火

FIRE

牛

BEEF

鳥

CHICKEN

大

BIG

山

MOUNTAIN

小

SMALL

水

WATER

日

SUN

上

UP

月

MOON

下

DOWN



ONE

一

TWO

二

THREE

三

FOUR

四

FIVE

五

SIX

六

SEVEN

七

EIGHT

八

NINE

九

TEN

十

ELEVEN

十一

TWELVE

十二

THIRTEEN

十三

FOURTEEN

十四

TWENTY

二十

THIRTY

三十

ONE HUNDRED

一百

ONE THOUSAND

一千

# EDUCATION IN CHINA



(From People's Republic of China, Pages for Duplication.)

ABACUS

The Chinese abacus or Japanese soroban is a compact, flat, oblong calculating instrument with counting beads which slide back and forth on rods or in slots. A horizontal bar divides the abacus into two parts: the upper smaller part contains five beads per rod each with a given value of one.

The abacus is based upon the decimal system and can be used for addition, subtraction, multiplication, division and square roots. In order to use the abacus you must first determine how large the numbers are going to be in the problem -- i.e. one, two or more digits. When this has been determined, one rod is chosen to be the one's column. Once this has been done, this rod remains constant as your ones. Columns to the right of the ones column have values in multiples of 1/10th.

Before calculating on the abacus, you must first "clear" it. In the "clear" position, all the beads below the horizontal dividing bar are pushed to the bottom of the abacus, and the beads above the bar are pushed to the top of the abacus. This leaves the area around the bar clear for calculation. Thus, when a bead is moved towards the horizontal bar the value increases, and conversely, when moved away from the bar, the value decreases. Since the beads above the bar have a value of five each and those below it a value of one each, when one moves five beads towards the horizontal bar, it is replaced by moving one bead down from the upper part which still signifies five.

(From The People's Republic of China by Sally Ann Shear)

## ACTIVITY 18 : HEALTH CARE

INTENT : Students will gather data about health care in China.

TIME : 45 minutes

MATERIALS : 1. Health Care in China, Student Resource SR19 (Pages 1-5)  
2. chart paper and felt pens

### SUGGESTED PROCEDURE :

1. Divide the class into four groups. Have students read about Health Care in China, Student Resource 19, page 1. Each group will be responsible for learning about one aspect of health care in China:
  - a) Barefoot Doctors, Student Resource SR19, page 2
  - b) Red Medical Workers, Student Resource SR19, page 2
  - c) Herb Medicine, Student Resource SR19, page 3
  - d) Acupuncture, Student Resource SR19, page 3
2. Assign one person in each group to be the recording secretary and one person to be the chairperson. Direct the groups to list the main ideas of the topic in about 15 minutes. Suggest that groups include the meaning of the term they are reading about; the duties of workers; organization; the use of medicines and treatments.
3. Each group should share the information it has gathered by making an oral presentation to the whole class.
4. The commune committee must then choose the form health care will take on the commune. Assign a brigade to make suitable additions to the tabletop.



HEALTH CARE IN CHINA

Before the revolution the Chinese were plagued with every known form of nutritional and infectious disease. After 1949, China adopted the following changes in their medical services:

- 1) In modern China everyone was eligible for medical aid by increasing the number of medical people (eg. Red medical workers, barefoot doctors, and factory medical workers.)
- 2) Preventive medicine was to be given priority over curative medicine (exercises, proper sanitation, immunization.)
- 3) Both traditional and western medicine were to be used in the treatment of illness.

BAREFOOT DOCTORS

Page 2

The "barefoot doctors" are neither barefoot nor doctors. They are a group of medical workers, very much like our paramedics, who work in agricultural production and provide health care. These workers were trained in short-term classes and through practice became barefoot doctors. The peasants in southern China work barefoot in the rice fields - somehow the medical trainees became known as barefoot doctors. To be trained as a barefoot doctor the peasant has three months of formal training from the doctors in the country hospital. Then they spend a half to a full day per month at the hospital for continuing education. The barefoot doctors are responsible for the proper collection, treatment and storage of human waste as fertilizer. Immunization is an important duty of the barefoot doctors. They immunize all the brigade's children. The barefoot doctors plant traditional Chinese medicinal herbs, go to the mountains and collect additional herbs, make up pills and prepare injections. They are also responsible for health education and post-illness follow-up. In short, the barefoot doctors are like paramedics helping the doctors with health care in an expanding population and a large, sometimes almost inaccessible, country.

RED MEDICAL WORKERS

Health workers at the community level are mostly housewives. Their major function is preventive work although they do treat some minor illnesses. The medical workers are taught by a doctor at the neighbourhood hospital who visits the committee health station three times a week. They are paid less than a beginning worker's wage. Workers currently employed are rarely seen in health stations because their primary medical needs are taken care of at their place of work.

Duties of a Red Medical Worker consist of: sanitation work in the community; promoting campaigns against flies and mosquitoes; preventing colds; using traditional medicines for illnesses and encouraging morning exercises and long walks. Birth control information and issuing of oral contraceptives are both very important duties as China's population is growing very fast. They treat minor illnesses (eg. treating people with arthritis using acupuncture and herbs, and checking their blood pressure.) They are also responsible for collecting and growing herbs used for medicines.

HERB MEDICINE

Herbs of various kinds have been used as folk remedies by the Chinese peasants for centuries. Later when western medicine was introduced (particularly antibiotics), the old traditional methods of treating illnesses were discarded. In 1958, Chairman Mao asked medical scientists to study the traditional methods of medicine and their effect on treatment of various illnesses. The study revealed that certain herbs have healing powers. So it was decided that traditional medicine should not be discarded and a combination of western and traditional medicine be implemented. Some herbs, such as mint, are used as pain-killers to relieve headaches. A variety of dandelion helps the stomach and digestion. Sweet flag acts as an antiseptic and is useful in heart disease and circulation. The dried skin of a common toad is used for toothaches and bleeding gums.

ACUPUNCTURE

In traditional Chinese medicine, acupuncture was used. Acupuncture is the insertion of fine metal needles into the body at strategic points. These points on the body are usually far away from the diseased area and are known as acupuncture points.

Each acupuncture point prevents pain in a different part of the body. Acupuncture treatment is used for a great variety of conditions. For example; combined with electric stimulation, acupuncture is given as therapy for the treatment of hardening of the arteries. Some conditions such as skin diseases and paralysis are being treated experimentally with acupuncture. The most common use of acupuncture is as an anesthetic in operations and dental work. Acupuncture anesthesia has several advantages over our method. After the operation, in which the patient has been awake and feels no pain, he/she does not feel sick. Western drugs given to the patient during the operation can cause them to be sick afterwards. Also with acupuncture the patient recovers more quickly and without side effects.

## ACTIVITY 19 : YEAR FOUR ON THE COMMUNE

INTENT : Students will choose an appropriate type of shelter for a rural commune in China.

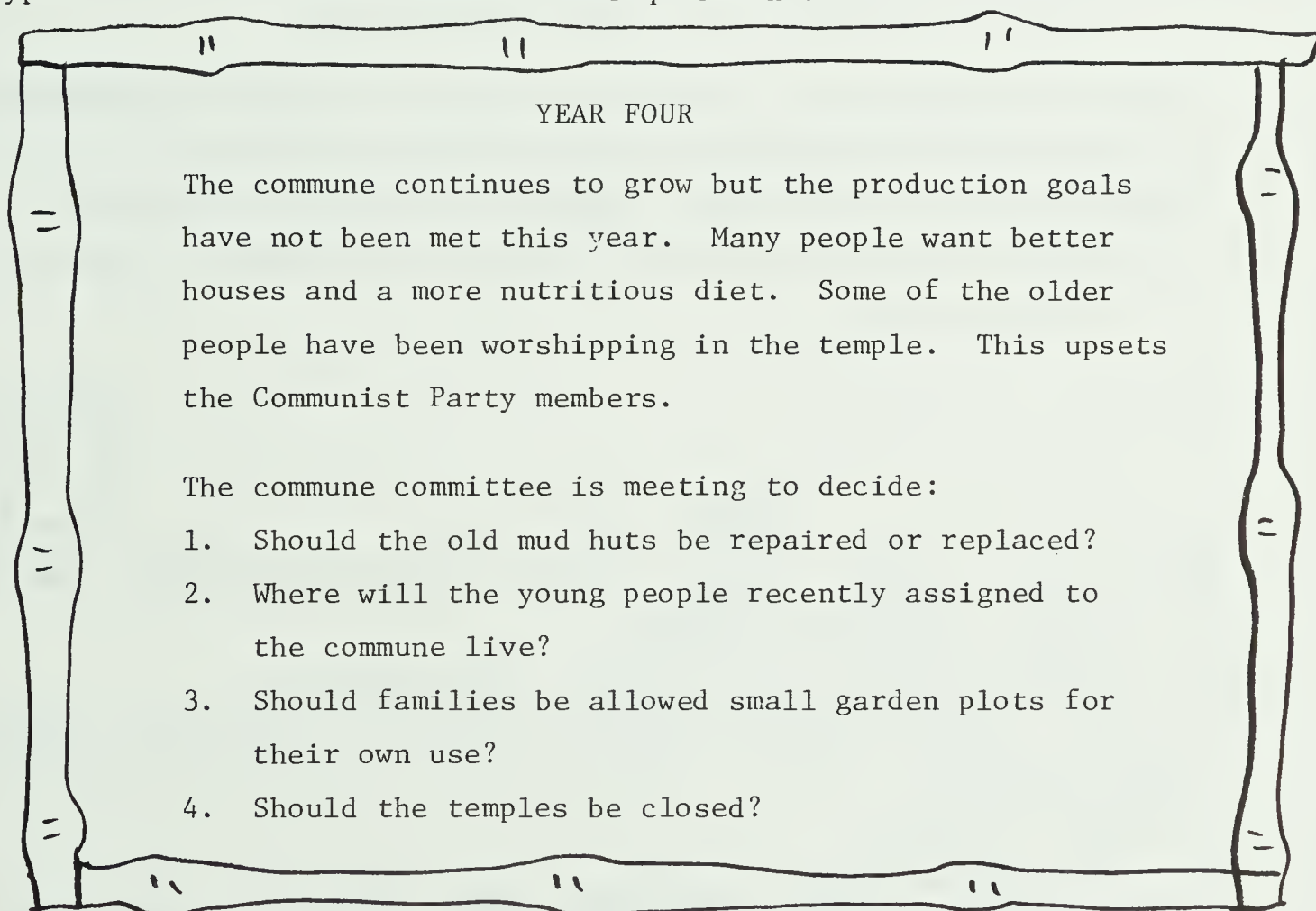
TIME : 90 minutes

MATERIALS :

1. Fitzhenry and Whiteside pictures #17, 27, 31, 32, (1973) #20, 21, 22, 23, (1982)
2. China's Way
3. Shelter worksheet #1, 2 copies each Student Resource SR20
4. Shelter worksheet #2, 1 copy each Student Resource SR21

### SUGGESTED PROCEDURE :

1. Elect or appoint a new commune committee for Year Four. Display the following situation for Year Four on the bulletin board. Discuss and hypothesize tentative answers to the questions.



2. Assign groups to work through projects A, B, C. Rotate the groups until all have completed the three projects.



PROJECT A Measure a space 4 meters by 3 meters on the floor. Mark the space with tape. Find out how many members of your group can stand in the space. Decide how many people could live in an apartment having two rooms this size.

Discuss: Should each family get the same size home? Should grandparents have their own homes or live with their families? Record your answers.

PROJECT B Study Fitzhenry and Whiteside pictures #17, 27, 31, 32, (1973) #20, 21, 22, 23, (1982). Read pages 29, 39, 43, 44, and 52 in the booklet, China, which accompanies the Fitzhenry and Whiteside pictures. Record the important information on Shelter worksheet #1, Student Resource SR 20.

PROJECT C Read page 13 in China's Way. Record the important information on Shelter worksheet #1, Student Resource SR20

3. Come to a consensus as to the kind of housing to add to your commune. Complete Shelter Worksheet #2, Student Resource SR21 and give these recommendations to the commune committee. Post the committee's recommendations on the tazibao. Appoint work brigades to carry out the recommendations.

OUTCOMES:

Katy. P.  
Michael. L.  
Arnold. N.

Year. 4

1. Small houses built into Terracing (every 2 levels)
2. Wood and/or stone
3. constructed by work brigades.
4. On land where crops can be grown or near mountains.
5. 11m by 8m
6. 1 toilet, sink, kitchen per. floor 2 gas stoves, with running water.
7. 5 people = 2. 4m x 4m rooms - kitchen and closet
8. 7 people = 3. 5m x 4m rooms
8. 5 for 2 rooms



#### ADDITIONAL ACTIVITY :

Ask students to record in their scrapbooks how they would feel if they and their friend each got the same size home. There are 3 people in their friend's family. There are 5 people in their family.

SHELTER WORKSHEET #1

If you were building new homes on your commune, what would you do about:

- a) location of the buildings \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- b) the amount of land needed for buildings \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- c) the size of each dwelling \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- d) cooking facilities \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- e) water and sewer systems \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- f) light and heat \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- g) storage space \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- h) cost to the family \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GIVE REASONS FOR ALL OF YOUR ANSWERS

SHELTER WORKSHEET #2

---

TO: Commune Committee

FROM:

---

For our commune we recommend:

Reasons:

1. type of housing
2. building materials
3. constructed by
4. location
5. amount of land needed
6. facilities provided
7. size of home per family
8. cost to family



## ACTIVITY 20 : INDIVIDUAL PLOTS AND LUXURIES

INTENT : Students will look at individual wants on the commune.

TIME : 60 minutes

MATERIALS : 1. Fitzhenry and Whiteside picture #26 (1973), #9 (1982)  
2. Fitzhenry and Whiteside booklet, China  
3. Land plots worksheet, Student Resource SR22

### SUGGESTED PROCEDURE :

1. Discuss: Should each family have its own plot of land?  
What should people use these plots of land for?  
Where could these plots be located?  
When would people work on their plots of land?  
If food was grown on this land, should the family sell it?  
Should families be allowed to keep the money?
2. Look at Fitzhenry and Whiteside picture #26 (1973) #9 (1982). Read the China booklet, page 38. Show part of the filmstrip What is a Commune? again if more data is needed.
3. Discuss: If you had extra money, what would you do with it?  
What might a Chinese worker do with extra money?  
What could a commune worker buy with his savings?
4. Put the students into small groups to discuss the issue and to complete the Land Plots worksheet, Student Resource SR22. Each group will present their findings to the commune committee. Post the recommendations from each group and the results of the commune committee's decision on the tazibao. Add individual plots to the tabletop if the committee approves them.

### ADDITIONAL ACTIVITY:

Students are to record in their scrapbooks how they would feel about the commune committee's decision if they lived in a factory commune in the city.

OUTCOMES :





Work  
hard each day  
and

you shall  
receive

luxuries:

clothing	Food
bicycles	radios
sewing	machines

LAND PLOTS WORKSHEET

## WE RECOMMEND:

1. Families should have individual plots of land.

Families should not have individual plots of land.

2. The plots may be used for:

3. The plots should be located:

4. Reasons for our decision:



## ACTIVITY 21 : RELIGION

INTENT : Students will develop an understanding of the philosophies and customs of the Chinese.

TIME : optional

MATERIALS : 1. overhead transparency or chart of Famous Philosophies, TR9

### SUGGESTED PROCEDURE :

1. a) Assuming the students have decided that it is time religious faith played a part in their life on the commune, show the overhead transparency or chart of "Famous Philosophies" TR9. Discuss: What similarities do you see in these philosophies?  
b) Point out that when certain philosophies such as these are combined with other similar philosophies and a code of ethics into a specific system of beliefs, worship and conduct they are called a RELIGION. Brainstorm for differences among religions. (eg. different name for the leader, different book of beliefs, special ceremonies and services, practiced more in certain countries, burial procedures, different buildings, etc.)
2. a) List the five religions practiced in China: Confucianism, Buddhism, Islam, Taoism, and Christianity.  
b) Use the library to find out more about each religion.
3. Decide as a group whether or not the temple will be closed or remain open. Report your decision to the commune committee. Post the recommendations from each group on the tazibao.

## FAMOUS PHILOSOPHIES

DO NOT DO TO OTHERS WHAT YOU WOULD NOT WANT THEM TO DO TO YOU.

--CONFUCIANISM

THE HIGHEST GOOD LOVES THE EARTH FOR ITS DWELLING. IT LOVES THE PROFOUND IN ITS HEART, IT LOVES HUMANITY IN FRIENDSHIP.

--BUDDHISM

A MAN OBTAINS A PROPER RULE OF ACTION BY LOOKING AT HIS NEIGHBOUR AS HIMSELF.

--HINDUISM

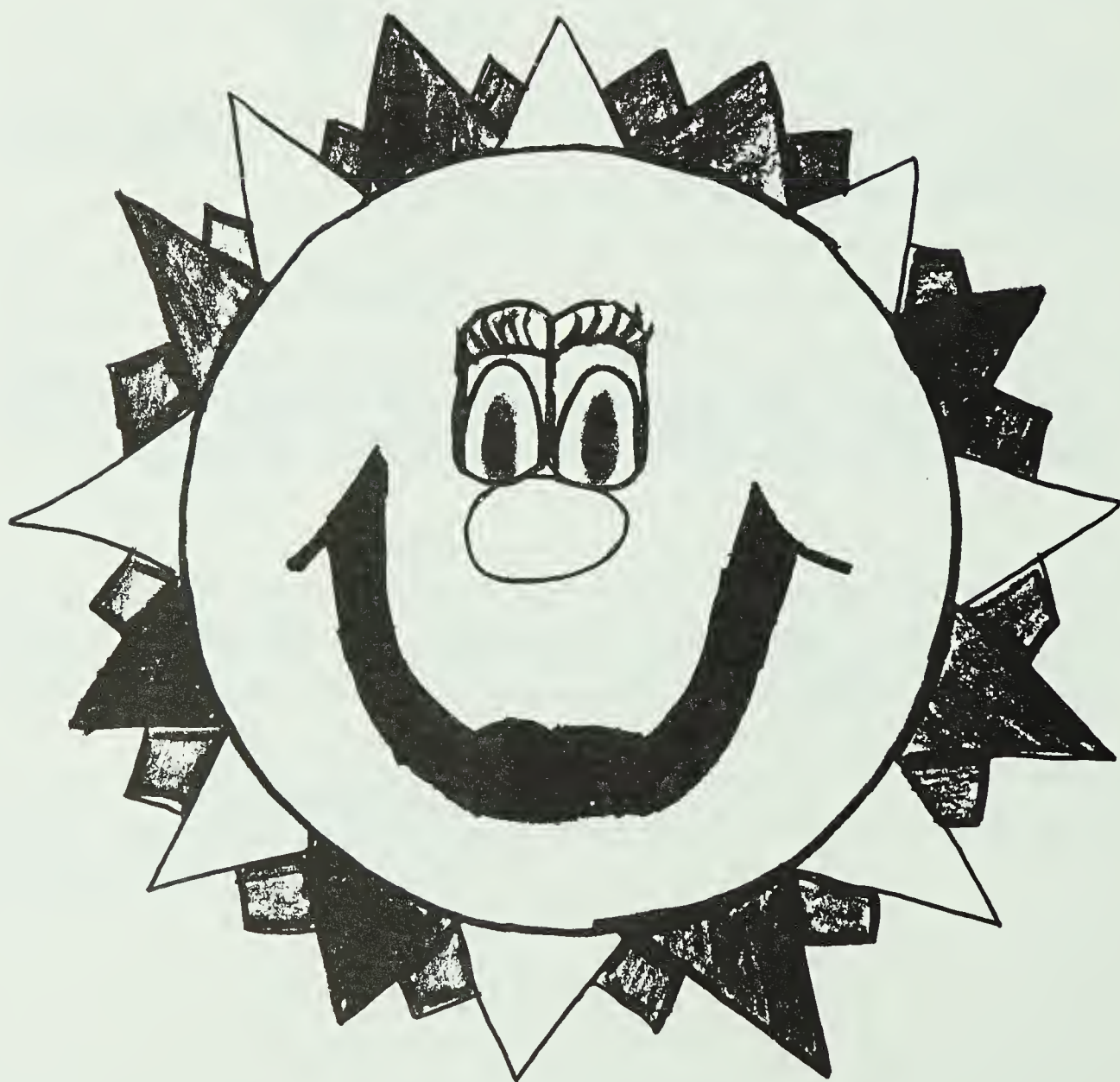
GIVE OF ONE'S SUBSTANCE, HOWEVER CHERISHED, TO KINSMAN AND ORPHANS, THE NEEDY, THE TRAVELERS, BEGGARS.

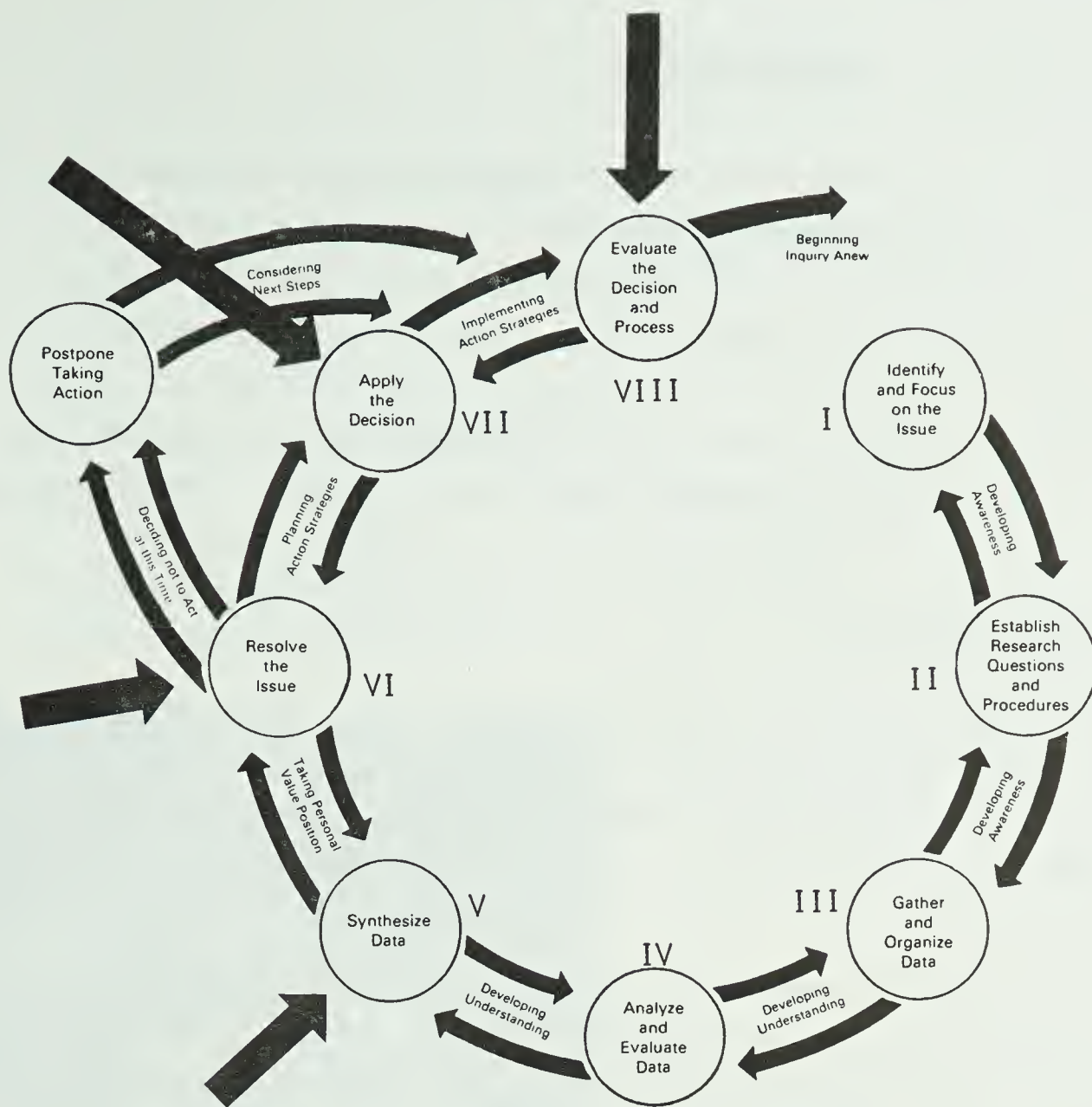
--ISLAM

THIS IS MY COMMANDMENT, THAT YOU LOVE ONE ANOTHER AS I HAVE LOVED YOU.

--CHRISTIANITY

太陽 (sun)





- V. SYNTHESIZE DATA  
&  
VI. RESOLVE THE ISSUE  
&  
VII. APPLY THE DECISION  
&  
VIII. EVALUATE THE DECISION AND PROCESS

Intent - The students will review, organize, and summarize the information gathered in this unit. They will return to the value issue and identify Chinese and Canadian problems for which partial solutions may be found in each culture. They will be able to explore methods of implementing the possible solutions in a classroom setting.



## ACTIVITY 22 : COMMUNE VISIT

INTENT : The students will define relationships and present ideas studied in this unit.

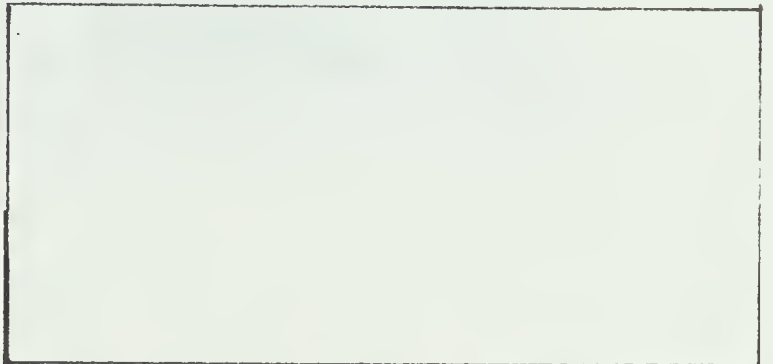
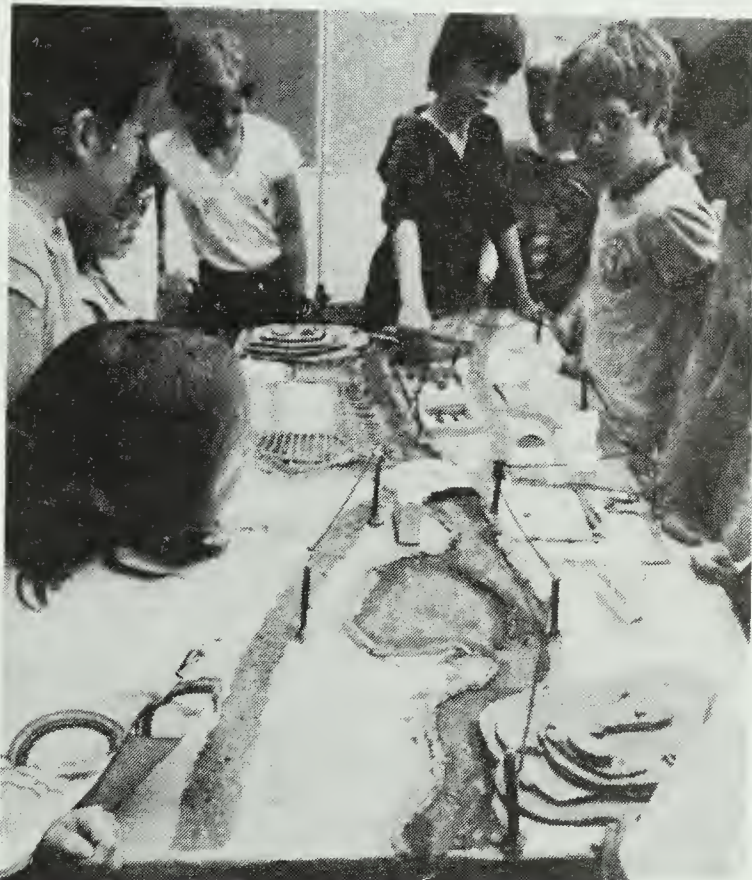
TIME : 60 minutes

MATERIALS : 1. student scrapbooks and displays from years 1-4  
2. reporting materials : felt pens, chart paper, screens, pictures, etc.

### SUGGESTED PROCEDURE :

1. Inform commune members they are to have a visit from a group of Canadian tourists (another class in the school, another commune group in the classroom, parents, etc.). They are to prepare a presentation of all material pertinent to the operation of the commune over its four-year existence.
2. Assign a pair of students as Commune Leaders and the remaining students as presenters of individual items. (See #4 below. \*\* indicates individual items) Some students may do two projects while other projects may take 2 students.
3. Give students approximately 30 minutes to prepare materials on the various aspects of the commune.
4. The Commune Leaders are the major guides and coordinators of the tour. They greet visitors and coordinate the tour. The following outline may be helpful in accomplishing this. Take about one hour for this activity.
  - a) The Commune Leaders greet the visitors and give a brief outline of the purpose, history, location and layout of the commune. A reference to "Why Communes?" (ACTIVITY 5) and "What is a Commune?" (ACTIVITY 6) will be helpful here.
  - b) The Commune Leaders explain the decision-making process on the commune (commune committee) and the communication process (tazibao).
  - c) YEAR ONE : Commune Leaders describe events of Year One.  
\*\*move to commune --changes in family life. (ACTIVITY 9)  
\*\*steps in cultivating rice. (ACTIVITY 10)

- d) YEAR TWO : Outline events and problems of Year Two.  
\*\*terracing (ACTIVITY 11)  
\*\*cooperation and work (ACTIVITIES 12, 13, 14)
- e) YEAR THREE : Outline events and problems of Year Three.  
\*\*becoming self-sufficient (ACTIVITY 15)  
\*\*machinery (ACTIVITY 16)  
\*\*education (ACTIVITY 17)  
\*\*health care (ACTIVITY 18)
- f) YEAR FOUR : Outline events and problems of Year Four.  
\*\*housing (ACTIVITY 19)  
\*\*private plots and luxuries (ACTIVITY 20)  
\*\*religion (ACTIVITY 21)







### ADDITIONAL ACTIVITY:

1. Expand this activity into an event called China Day. In addition to the commune tours, include some of the following:
  - a. Simulate the daily operation of a Chinese classroom. Dress as authentically as possible.
  - b. Cook and taste samples of Chinese food. Recipes given in Student Resource SR23.
  - c. Conduct 4-minute exercises. Play tug-of-war and ping-pong cooperatively.
  - d. View Thinkabout videotapes listed below and discuss as suggested in the teacher's guide.

program 51, "Planning a Presentation"

program 52, "Making a Presentation"

Recipe for 25 servings

Suggested Time:  
1 period

Instructional Objectives:

The student will:

1. know how vegetables are used in the Chinese diet
2. taste rice, the basic food eaten in China
3. learn how to stir-fry in a wok
4. learn how to eat with chopsticks

## I. Utensils:

- 1 large wok
- 1 hot plate, use of school stove, or electric wok
- 1 large wooden spoon, or wok utensil
- 1 large saucepan to cook rice
- 2 large bowls (1 for rice and 1 for vegetables)
- several cutting boards
- small paring knives
- class set of chopsticks (check local stores, cost 10¢ to 25¢ pair)
- class set of paper plates or small bowls

## II. Ingredients:

- bean sprouts the children sprouted
- 1 pkg. of long grain rice
- 2 bunches green onion, chopped
- 2 green peppers, chopped
- 1 186 ml can water chestnuts, chopped
- 1 186 can bamboo shoots, chopped
- 65 ml soy sauce
- 4 tablespoons oil

## III. Procedure:

1. cook rice as directed on package
2. heat 4 tablespoons oil in wok
3. saute chopped green onions (1 minute)
4. add chopped green pepper, bean sprouts, water chestnuts and bamboo shoots, stir fry 2 minutes
5. add 65 ml soy sauce and stir
6. serve with boiled rice

(Adapted from The People's Republic of China by Sally Ann Shear.)



## ACTIVITY 23 : CHINESE-CANADIAN CONFERENCE

INTENT : Students will attempt to define Chinese and Canadian problems for which partial solutions may be found in each others' cultures.

TIME : 45 minutes

MATERIALS : 8 felt pens and 16 pieces of chart paper

### SUGGESTED PROCEDURE :

1. Refer to the original research question developed in ACTIVITY 4.  
Answer those questions for which sufficient data has been collected (a, b, c, d, g). This lesson is designed to consider questions e, f.
2. Divide the class into 8 groups of which 4 will act as Canadian and 4 will act as Chinese citizens. Have each group choose a secretary and get together to brainstorm and record the major problems faced within each country. Give them 5 minutes.
3. Have all Canadian and all Chinese groups assemble in two separate areas to decide which three of the combined problems from each country are most important. Make 2 lists of these important problems for each country. Give them 5 minutes.
4. From each of the combined groups select 2 delegations with chairpersons and recording secretaries. Assemble 2 separate conferences of Canadian and Chinese delegates. Restate the issue of the unit to each conference and have them discuss the possibility of providing solutions to each others' problems. Chairpersons will be responsible for stating problems and directing the debate. Recording secretaries should list any agreeable outcomes next to or underneath a particular problem. Give them 10 minutes.

5. Reassemble the entire class and post the results of each conference. Depending upon class consensus, decide if there are any viable solutions for the major problems presented. Encourage students to discuss the ramifications of any proposed solutions.
6. Record any solutions agreed upon by the class and post them on the tazibao of the commune.

#### OUTCOMES :

#### CHINA'S MAJOR PROBLEMS

1. Over population
2. Not enough food
3. Not enough growing space
4. Not enough money
5. Not enough education

#### CANADA'S MAJOR PROBLEMS

1. INFLATION (interest rates, home prices, economy).
2. POLLUTION
3. NATURAL RESOURCES (supply of some are running out, costly development, government disagreements)
4. CRIME

#### OTHERS

5. GROWING URBAN POPULATION  
(while North is undeveloped)

Card

## CHINA'S IDEAS FOR CANADA

1. fight inflation by being more self sufficient
2. a. recycle goods to prevent pollution  
b. everyone pick up 10 pieces of garbage  
c. catch mosquitoes the way chinese do.
3. use more bicycles and peddle cars

## CANADA'S IDEAS FOR CHINA

### Population

1. Under ground housing
2. foreign aid
3. Canada allowing people to immigrate.
4. technology to open more land areas e.g. deserts
5. Continue to be self-sufficient.  
    ↑ Inflation ↑

### Education

6. Send Canadian teachers to China
7. Send Chinese teachers to Canada for more of a knowledge towards education

\*\*\*\*\*

\*

## CHALLENGE

\*

\*

THE CONTENT VALIDATOR FOR THIS UNIT, MR. CHARLES PEI, WROTE TO THE UNIT DEVELOPERS THAT "A COMMUNE IS A SOCIAL INSTITUTION, JUST LIKE OUR COMMUNITY LEAGUES, WHICH ARE SOCIAL UNITS IN URBAN ALBERTA."

\*

\*

\*

\*

THINK ABOUT WAYS THAT THE IDEAS DEALT WITH IN THE UNIT MIGHT APPLY IN OUR COMMUNITIES.

\*

\*\*\*\*\*

## ACTIVITY 24 : SO WHAT CAN WE DO?

INTENT : Students will be able to explore methods of implementing the possible solutions to problems in a classroom setting.

TIME : 45 minutes

MATERIALS : none

### SUGGESTED PROCEDURE :

1. Report the solutions to problems decided upon in the previous section. Discuss with the group the possibility of applying these solutions in a classroom setting. Be sure to indicate that these solutions do not necessarily have to result in classroom actions but that they may.
2. If a plan of action is suggested, be sure to plan it carefully and take into account all alternatives and ramifications.
3. If no feasible plan arises, suggest the following problem and action for a classroom activity:

"There is very little waste of food or anything else on the commune and in the cities of China. Few things are thrown away. Things are reused in many different ways. What have you thrown away today at school or at home? Brainstorm for ways that you could reuse these items. Try to think of several uses for each item."



## ACTIVITY 25 :      LOOKING BACK

INTENT :                Students will review their work to evaluate the process.

TIME :                  20 minutes

MATERIALS :           Looking Back, Student Resource SR24

### SUGGESTED PROCEDURE :

1. Complete Looking Back, Student Resource SR24
2. Discuss the results with the students if desired.

LOOKING BACK

SHOULD CANADA AND CHINA SOLVE THEIR PROBLEMS  
IN SIMILAR WAYS?

1. If I had to describe this unit, I would use the words:

(Check no more than two from this list.)

- |   |  |
|---|--|
| <input type="checkbox"/> easy               | <input type="checkbox"/> boring                    |
| <input type="checkbox"/> confusing          | <input type="checkbox"/> my favorite subject       |
| <input type="checkbox"/> hard               | <input type="checkbox"/> important to me           |
| <input type="checkbox"/> makes me think     | <input type="checkbox"/> related to problems today |
| <input type="checkbox"/> fun                | <input type="checkbox"/> interesting               |
| <input type="checkbox"/> not very important | <input type="checkbox"/> (_____)                   |

2. During the last six weeks in this unit, I spent most of my time:

(Check three answers.)

- |  |  |
|--|--|
| <input type="checkbox"/> listening to what<br>was being said | <input type="checkbox"/> learning a lot of things<br>I never knew before |
| <input type="checkbox"/> bored                               | <input type="checkbox"/> interested                                      |
| <input type="checkbox"/> wishing we could go<br>more slowly  | <input type="checkbox"/> wishing we could go<br>faster                   |
| <input type="checkbox"/> asking questions                    | <input type="checkbox"/> wanting more information                        |
| <input type="checkbox"/> confused                            | <input type="checkbox"/> taking part                                     |
| <input type="checkbox"/> answering teacher's<br>questions    | <input type="checkbox"/> (_____)   |

3. During the last six weeks in this unit my class spent a lot of time:

(Check three answers.)

- |  |  |
|--|--|
| <input type="checkbox"/> reading                           | <input type="checkbox"/> working in small groups         |
| <input type="checkbox"/> writing answers to<br>questions   | <input type="checkbox"/> viewing pictures and filmstrips |
| <input type="checkbox"/> having whole class<br>discussions | <input type="checkbox"/> doing role-playing or debating  |
| <input type="checkbox"/> listening to the<br>teacher       | <input type="checkbox"/> doing projects                  |
| <input type="checkbox"/> making presentations              | <input type="checkbox"/> (_____)                         |

4. I learned most in this unit when I: (Check three answers.)

- |  |   |
|--|---|
| <input type="checkbox"/> read the books                          | <input type="checkbox"/> asked questions              |
| <input type="checkbox"/> listened to the ideas of other students | <input type="checkbox"/> did written work             |
| <input type="checkbox"/> talked about my ideas                   | <input type="checkbox"/> watched filmstrips or movies |
| <input type="checkbox"/> listened to the teacher                 | <input type="checkbox"/> worked in small groups       |
| <input type="checkbox"/> brainstorming                           | <input type="checkbox"/> (_____)                      |

5. What I liked best about this unit was: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. What I liked least about this unit was: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. During this unit I found it hard to: (Check as many as you wish.)

- ☐ understand what I read in some of the books
- ☐ take part in class discussions
- ☐ work well in small groups
- ☐ explain to the teacher what I was confused about
- ☐ ask questions
- ☐ take part in role-play, debates
- ☐ express my opinion
- ☐ remember what I had read in the books
- ☐ read diagrams and charts
- ☐ use outside source materials
- ☐ (\_\_\_\_\_)

8. In this unit, my classmates and I asked: (Check one.)

- ☐ many questions    ☐ a few questions    ☐ hardly any questions

9. In this unit we worked in small groups: (Check one.)  
\_\_\_\_\_ often      \_\_\_\_\_ sometimes      \_\_\_\_\_ never
10. To do well in this unit, I had to: (Check as many as you wish.)
- |  |  |
|--|--|
| _____ memorize all the facts<br>in the books   | _____ do extra projects                          |
| _____ read well                                | _____ try to be as quiet as possible             |
| _____ take part in discussions                 | _____ bring in extra information                 |
| _____ remember everything the<br>teacher said  | _____ answer a lot of the teacher's<br>questions |
| _____ write well                               | _____ use evidence to support my<br>position     |
| _____ listen and remember<br>what others think | _____ (_____)                                    |
11. In this unit, I preferred to work: (Check one.)  
\_\_\_\_\_ by myself      \_\_\_\_\_ in a small group      \_\_\_\_\_ with one big group
12. This unit was: (Check as many as you like.)
- \_\_\_\_\_ related to my life  
\_\_\_\_\_ more related to my parents' lives  
\_\_\_\_\_ important to my understanding of our society  
\_\_\_\_\_ not related to my life in any way
13. The most important thing I have learned in this unit is: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
14. If I could change anything about this unit, I would do the following:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# CHINA



THE CHINESE  
NATIONAL SYMBOL



NEW

0729



MAO: EVERYTHING IS OURS, NOTHING IS  
MINE.

# APPENDICES













- 1. If you lived in China before 1910, would you have wanted to be an emperor, a noble, a landowner or a peasant? Give reasons for your choice.
- 2. The Communists made several promises to the people during the 1949 Revolution. List three of the promises.
- 3. If you were planning a commune, tell what factors you would have to consider in deciding what the commune could produce.
- 4. In China the people are organized into groups so they can live and work together to meet their needs. These groups are called \_\_\_\_\_.
- 5. Tell how life has changed from the traditional family to the modern Chinese family for the family members listed below.

FAMILY MEMBER	ROLE CHANGES
Mother	
Father	
Grandmother	
Children	

- 6. How could you grow as much food as possible on a small amount of land in China?
- 7. What advice would you give to people who wanted life on their commune to run smoothly?

8. What does the slogan, "Friendship first, Competition second" mean? Describe a situation where this slogan was followed.
9. How can a commune become self-sufficient?
10. What services do communes provide for their people?
11. What do you consider to be China's biggest problem?
12. Do Canada and China have any of the same problems? If so, what are they?
13. As a Canadian, what advice could you offer to help China deal with its problems?
14. From your study of Chinese communes, what ways of meeting needs could be used in Canada?



# EVALUATION

## NOTE TO TEACHERS:

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of the 1981 Alberta Social Studies Curriculum.

Teachers are requested to send the completed questionnaire to the Social Studies Consultants at the Regional Office at Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office  
Alberta Education  
10014 - 99 Street  
GRANDE PRAIRIE, Alberta  
T8V 3N4

Edmonton Regional Office  
Alberta Education  
10053 - 111 Street  
EDMONTON, Alberta  
T5K 2H8

Calgary Regional Office  
Alberta Education  
615 MacLeod Trail S.E.  
CALGARY, Alberta  
T2G 4T8

Red Deer Regional Office  
Alberta Education  
4th Floor  
Royal Trust Building  
4814 Ross Street  
RED DEER, Alberta  
T4N 1X4

Lethbridge Regional Office  
Alberta Education  
Provincial Building  
200 - 5 Avenue South  
LETHBRIDGE, Alberta  
T1J 4C7

# TEACHING UNIT EVALUATION BY TEACHERS

## Part 1: Identification Data

Title of Teaching Unit \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

## Part II: Overall Evaluation of the Teaching Unit

### A. Format, Process

For items 1 - 6, please rate the unit in terms of the following aspects, by circling the appropriate number on the right.

(poor) 1 2 3 4 5 (excellent)

1. Appropriateness of teaching unit to level and ability of students. 1 2 3 4 5
2. Adequacy of the treatment of subject matter. 1 2 3 4 5
3. Integration of prescribed resources with print materials. 1 2 3 4 5
4. Variety of teaching/learning activities. 1 2 3 4 5
5. Clarity and suitability of objectives. 1 2 3 4 5
6. Overall evaluation of unit (materials, format and process). 1 2 3 4 5

### B. Relationship to Curriculum

Please state your view of the points in items 7 - 10 by circling the appropriate number on the right.

(very little) 1 2 3 4 5 (a great deal)

7. Degree to which a "balance of viewpoint" was presented in the unit. 1 2 3 4 5
8. Extent to which the unit has helped to develop inquiry and participation skills in students. 1 2 3 4 5
9. Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue. 1 2 3 4 5

10. Extent to which your view towards  
an inquiry approach has been made  
more positive (through using  
this unit).

1 2 3 4 5

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively. If you encountered any problems with the unit, we would also appreciate your comments.

## TEACHING UNIT EVALUATION BY STUDENTS

- A. Instructions: For each of the following, circle the response which best represents your view.

Example:

My view of football (dislike it very much) 1 2 3 4 5 (like it very much)

If you liked it very much, you would circle 5.

If you disliked it very much, you would circle 1.

If you disliked it somewhat more than you liked it, you would circle 2.

1. I would say that this unit was: (hard) 1 2 3 4 5 (easy)
2. This unit was: (very boring) 1 2 3 4 5 (very interesting)
3. This unit: (did not make me think) 1 2 3 4 5 (made me think a lot)
4. This unit was: (too short) 1 2 3 4 5 (too long)
5. In this unit there was: (not enough discussion) 1 2 3 4 5 (too much discussion)
6. In this unit there was: (not enough reading) 1 2 3 4 5 (too much reading)
7. In this unit there was: (not enough group work) 1 2 3 4 5 (too much group work)
8. In this unit I had: (not enough decisions) 1 2 3 4 5 (too many decisions)
9. In this unit I learned: (very little) 1 2 3 4 5 (a great deal)
10. The prescribed resources for this unit were: (poor) 1 2 3 4 5 (excellent)
11. The written materials on this unit were: (poor) 1 2 3 4 5 (excellent)



12. We went through this unit: (too slowly) 1 2 3 4 5 (too quickly)
13. This unit had: (no variety) 1 2 3 4 5 (much variety)
14. This unit made me: (want to forget the topic) 1 2 3 4 5 (want to learn much more about it)
15. Looking back, I would say that I: (did not enjoy the unit at all) 1 2 3 4 5 (enjoyed it a great deal)

B. Please write your views on the following three items in the space provided.

1. What I liked most about this unit was:

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2. What I liked least about this unit was:

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3. The changes I would make in this unit are:

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1000

DATE DUE SLIP

DUE EDUC APR 29'88	
APR 25 RETURN	
DUE EDUC NOV 17'88	
NOV 18 RETURN	
DUE EDUC APR 05'89	
APR 06 RETURN	
DUE EDUC JUL 18'89	
DUE EDUC JUL 18'89	
JUL 17 RETURN	
RETURN FEB 03'97	
RETURN APR 01'97	
F255	O





